

AN AUDIT OF A RANGE OF
ENGLISH LANGUAGE TEACHER
TRAINING AND ADULT PROVISION

BASELINE STUDY 5

RESEARCH
REPORT

AN AUDIT OF A RANGE OF ENGLISH LANGUAGE TEACHER TRAINING AND ADULT PROVISION

Executive Summary

Background and Methods

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.

This study was undertaken to determine the current methods used to support and develop the professional practices of teachers of English. Baseline Study 5 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.

The audit examines the range of English Language training in the schooling sector, and of adult provision of EL training. It consists of a survey the Non-Government Organisations (NGOs) and Government of Bangladesh (GoB) organisations, which currently provide training for English Language teaching to Bangladesh Primary and Secondary education sectors, in order to identify the current state of training available to Bangladesh Primary and Secondary school teachers and schools for the teaching and learning of English Language. It also includes a sample survey of providers of English language for adults for a range of purposes. In addition to the survey, further data was gathered through interviews. Whilst information about EL training for teachers was gathered where relevant, the major focus of the interviews was on EL training provision for the wider adult population.

This is a descriptive audit and does not include an analysis of materials.

Brief Summary of Findings

Schools Sector: At the Primary level, there has been no separate initiative for EL teacher training from the Government of Bangladesh to date. However UNICEF funds the English subject based training that is delivered through PEPD II. There are approximately 86,000 Primary schools in Bangladesh and the challenges are considerable since English is just one of the curriculum areas every Primary teacher is expected to teach. At Secondary level, where there is more subject specialisation among teachers, there have been a number of initiatives and projects aimed at improving the pedagogical practices of teachers. The major Government initiative, the Teacher Quality Improvement (TQI) project, in operation since 2006, is targeting 28,000 teachers of English in all Secondary schools in Bangladesh. The BRAC Secondary EL teacher training programme PACE, is working with 6,626 teachers of English. ELTIP was initiated in 1997 and continued to provide EL teacher training until mid-2008 when it's funding became restricted. From 2009 ELTIP will work in collaboration with TQI to provide EL in-service teacher training.

One consistent concern expressed by most organizations canvassed is the poor level of communicative English of both teachers and trainers. This message was strongly emphasized in the in-depth interviews. The Directors of UCEP, FIVDB, PACE, TQI, and ELTIP all emphasised the difficulty of accessing master trainers and trainers who had sufficient EL speaking skills in spite of being very well qualified in English academically. This situation of poor communicative English skills is not surprising when university English courses focus on written language, grammar, and English literature. A degree in

English does not prepare people to teach others how to communicate fluently in English. If the trainers are not confident and skilled enough to model fluent spoken English, then teachers cannot be expected to do so with their students.

Post-School Education: Trainers/Tutors for programmes provided by organizations are highly qualified with many having English degrees up to Masters level, and often CELTA qualifications. However, discussions revealed the same problem of lack of fluency in spoken English for many of the Tutors. It would seem that in the interests of sustainability, improvement in the quality of spoken English for EL tutors at the university level and Teacher Training Colleges needs to be given a strong focus at some stage in the EIA project.

Private Organisations: There are a plethora of private universities, institutes, and coaching centres, that provide English Language training for many sectors of the population including those individuals studying English for formal English qualifications, IELTS, professional development, specific career progressions, and workforce requirements.

The 5 million students from 1,700 Colleges that fall within the jurisdiction of the National University are required to enrol for, and pass, a compulsory EL course focused on reading writing and grammar and delivered by lecture style mostly. Communicative English is not usually taught in these courses for two reasons. The first is that examination is of written work, and secondly, the Tutors, even though they are highly qualified academically, once again have very poor spoken English skills.

Corporate Sector: All providers of EL courses in the corporate sector describe their methodology as very participatory, involving a lot of role-play and video use. Various business sectors (e.g. the Garment Industry, Banking, Hospitality, etc) provide English language training that is focused on the specific needs of the particular sector.

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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.

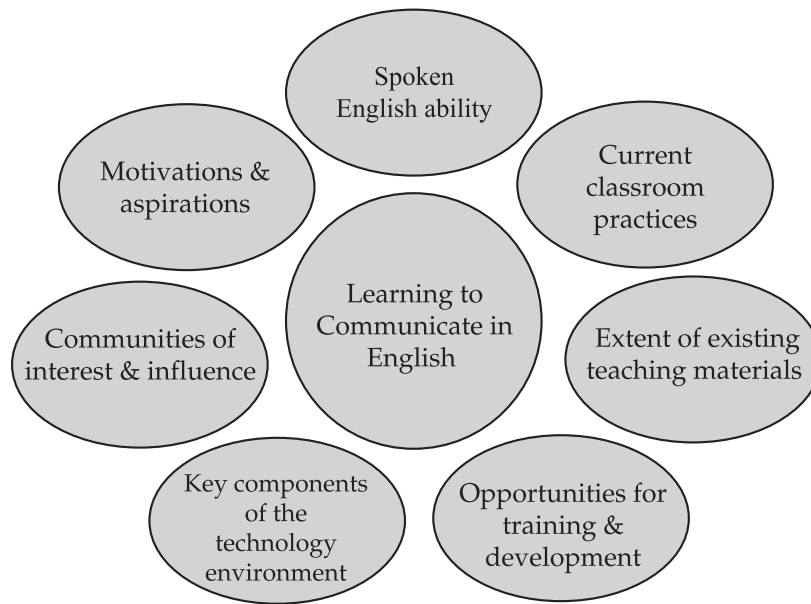
A programme of research, monitoring and evaluation activities will assess the extent to which the EIA Project manages to achieve its purpose and goal. Within the first year, a set of project-wide Baseline Studies were planned and carried out in advance of the various sector interventions being launched. 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 5 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

Baseline Study 5, 'An Audit of Teacher Training and Adult Provision', examines the range of English Language (EL) training in the schooling sector, and of adult provision of EL training. It consists of a survey the Non-Government Organisations (NGOs) and Government of Bangladesh (GoB) organisations, which currently provide training for English Language teaching to Bangladesh Primary and Secondary education sectors, in order to identify the current state of training available to Bangladesh Primary and Secondary school teachers and schools for the teaching and learning of English Language. It also includes a sample survey of providers of English language for adults for a range of purposes. This is a descriptive audit and does not include an analysis of materials.

It is hoped that the information from this study can provide both formative guidance as the EIA Project progresses and evidence of any changes that emerge over the life of the Project. In the longer term, the audit will enable the Project to assess whether the training provided by EIA has had an impact on training and teaching methodologies used for English Language teaching and learning.

2. Research Methods

Initially, for 14 days in July/August 2008, Dr. Gillian Tasker worked with the materials baseline developer (Dr Brigid Smith), the Research and Evaluation Officer (Shahamin S. Zaman), and the Head of Teacher Training (Mourie Nishad) in the EIA Base Office in Dhaka, to develop the framework for this baseline study.

After consultation with staff from EIA and the Department for International Development (DFID - the Project's sponsors), Primary and Secondary organisations considered to be major providers of English

language were invited to be involved in the study. These were mainly NGO providers of training and materials for EL as well as TQI (Teaching Quality Improvement), the Government provider of EL in the Secondary sector. There was no Primary government representative, as PEPD-II currently does not have any initiatives in the area of EL teacher training.

2.1 Data Gathering

An initial task was to develop a questionnaire for an introductory meeting/workshop, held on August 6th 2008. Appendix 1 presents the questionnaire and Appendix 2 lists the workshop participants. The majority of participants brought their completed questionnaire to the meeting. Those who did not (Enfant du Monde and Save the Children, UK) were personally followed up, but in spite of several reminders have not provided any information.

The purpose of the meeting/workshop (refer to Appendix 3) was to introduce the EIA Project with emphasis on the research focus and this particular Baseline Study. Participants also had the opportunity to exchange ideas with each other in relation to questions relating to their perception of effective approaches and strategies they used to improve teachers' and students' spoken language; how they believed these could be enhanced; and what materials and/or technologies are needed to enable teachers and students to become more proficient speakers of English.

In addition to those attending the meeting, interviews were held with the Bangladesh Open University (BOU), the National University (NU), English medium schools, the British Council (general EL courses), and a recommended private provider Centre for Communication in English (CCE). The focus during this period was largely on English Language teacher training for the schools sectors. The framework of questions used for interviews with these groups can be found in Appendix 1.

Data gathering was resumed in November 2008, independently as the materials baseline developer had returned to England. Whilst information about EL training for teachers was gathered where relevant, the major focus was on EL training provision for the wider adult population. Interviews were held with the British Council Primary Teacher Education Programme, the BRAC University Centre for Languages (CfL), Dhaka University (DU), Shantomariam University of Creative Technology (SUCT), Organisation of Islamic Conference Islamic University of Technology (OICIUT), BIAM, Coaching Centres, and representatives from the corporate sector including the Hospitality industry, the Garment industry, the Banking Sector and Grameen communications. Selection of groups for interview was made on perceptions of representativeness and accessibility.

During this second 14-day period, in-depth interviews about their teacher training programmes were also held with senior staff from BRAC Primary, BRAC PACE, FIVDB, UCEP and TQI. These interviews are not described in detail in this report but they have provided some useful insights that contribute to the general discussion.

2.2 Limitations of the Study

In a country of an estimated 150 million people, with approximately 86,000 Primary schools and approximately 18,500 Secondary schools, achieving widely generalisable results for any Baseline Study is a difficult task. This is particularly the case in an area such as EL training where the variety of providers operating in Bangladesh is extensive. It was therefore decided to limit data gathering for the study to Dhaka, being a city with a population of 12-20 million and with representatives from all English language training organizations.

Further compounding the problem of scope, is the very limited time available for data gathering with a total of only 28 days available for all the varied tasks. Much of the data was gathered through face-to-face interviews. These are very time consuming in Dhaka as the density of traffic frequently means a 30-

minute interview takes 3 hours plus in total, due to travel time. However they were considered preferable to questionnaires due to the difficulties of both distributing and collecting such tools in Bangladesh.

Consequently, this study attempts to simply provide information about a representative¹ sample of organizations providing EL teacher training in the schools sectors and for adults in the general population. Emphasis has been given to EL training for Primary and Secondary teachers since a major section of work by OU in the EIA project focuses on these areas. Data has been gathered from a total of 37 organisations drawn from three categories:

- English language teacher training in Primary and Secondary school settings.
- Tertiary involvement in English language teacher training
- English language training provided for adults outside the school setting including tertiary provision and private coaching centres (for a variety of personal and/or work-related purposes), and the corporate sector (garment industry, hospitality industry, banking sector, communications sector)

In accordance with the Terms of Reference, the study is a descriptive work rather than critical and analytical. Questionnaires and interviews provide a subjective perspective and only one of the programmes was actually observed in action (Westin Hotel).

3. Summary of Findings

3.1 Teacher training provided directly to the schooling sector

In the Primary sector, only a few of the most well known projects working with teachers who were considered to potentially be directly involved in the EIA training were canvassed for this survey². There are approximately 86,000 Primary schools in Bangladesh and the challenges are considerable since English is just one of the curriculum areas every Primary teacher is expected to teach. BRAC is the organization reaching the greatest number of these, currently working with teachers in 37,500 schools, from mainly remote, rural, and urban slum areas. The many other projects in operation in Bangladesh work with considerably smaller numbers of schools and teachers. To date there has been no separate initiative for EL teacher training from the Government. However UNICEF funds the English subject based training that is delivered through PEPD II. Details of the Primary provider training programmes can be found in Tables I - III.

In the Secondary sector, there are a number of small initiatives exemplified by the Complementary Sector Reform Project (CSRFP), which worked for 2 years with English teachers from 90 schools in 8 Upazilas. The project finished mid-2008. The major Government initiative, the Teacher Quality Improvement (TQI) project, in operation since 2006, is targeting 28,000 teachers of English in all Secondary schools in Bangladesh. The BRAC Secondary EL teacher training programme PACE, is working with 6,626 teachers of English. ELTIP was initiated in 1997 and continued to provide EL teacher training until mid-2008 when it's funding became restricted. From 2009 ELTIP will work in collaboration with TQI to provide EL in-service teacher training. Details of the Secondary provider training programmes can be found in Tables IV-VI.

Some organizations would seem to be further ahead in meeting 'best practice' standards for pedagogical practice, ongoing support and monitoring and evaluation systems, than others e.g. BRAC and Plan

¹ Organisations involved in the study were decided upon after consultation with EIA and DfID staff.

² FIVDB, BRAC Primary, UNICEF, UCEP, Plan Bangladesh, English medium, BOU Open School, British Council

Bangladesh in the Primary sector and, TQI and CSRP in the Secondary sector appear to provide the most comprehensive training.

Written responses to the questionnaire suggest most organizations in the schooling sector are aware of contemporary preferred practices in relation to training i.e. student centred, participatory approaches focused on building spoken communication competencies rather than just the traditional grammatical focus on reading and writing in preparation for formal written exams. Similarly most appeared to be providing some kind of ongoing support and engaging in some level of monitoring and evaluation. However self-report responses to questionnaires can be misleading. For example on following up responses from FIVDB due to an ambiguity in their response, it was found that instead of a month of English language training, teachers actually only received 1-2 hours of English in their monthly and ongoing training sessions. The rest of the time was focused on other subjects across the curriculum. Questionnaire responses sometimes reflect what is considered desirable rather than what is actually happening. Interviews can be more enlightening of reality, and actual observations provide a much more accurate picture of the quality of English training being implemented (N.B. only one training programme was observed).

One consistent concern expressed by most organizations canvassed is the poor level of communicative English of both teachers and trainers. This message was strongly emphasized in the in-depth interviews. The Directors of UCEP, FIVDB, PACE, TQI, and ELTIP all emphasised the difficulty of accessing master trainers and trainers who had sufficient EL speaking skills in spite of being very well qualified in English academically. The problem was even more apparent when interviewing the head EL trainer and material developer for BRAC Primary. He could only communicate his ideas about teaching and training teachers in EL, through an interpreter (the Director of BRAC curriculum development unit). This situation of poor communicative English skills is not surprising when university English courses focus on written language, grammar, and English literature. A degree in English does not prepare people to teach others how to communicate fluently in English. If the trainers are not confident and skilled enough to model fluent spoken English, then teachers cannot be expected to do so with their students.

3.2 Contribution of the tertiary sector to English language teacher training

Senior staff at eight tertiary organizations were interviewed to about their relationship to EL teacher training programmes³. A variety of training models are identified, being of variable length, methodology, with some being face-to face and others distance mode. Details of these programmes can be found in Section 4.2 of this report.

BOU provides both Primary (1,000-1,200 students) and Secondary (5,000 students) EL teacher training using self learning materials along with audio and video. The radio programmes have not been successful as they are on at inappropriate times. Voluntary face-to-face tutorials are held on alternate Fridays for Primary, and every Friday for Secondary. The Secondary distance programme has had considerable enhancement this year through the adaptation and use of the TQI teaching and learning materials.

There are 14 Government Teachers' Training College (TTCs) and 119 Private TTCs that are affiliated by the National University to teach the nationally approved MOE B.Ed. degree. Curriculum teaching studies in English for those students who plan to be English teachers consists of 108 hours of face-to-face participatory workshops and 12 weeks of Teaching Practice. However, because there is no moderation or evaluation of the content and mode of delivery of this degree across the private institutions, the standard is very variable. Many private TTCs fall far short of providing the learning

³ The organizations are BRAC University Centre for Languages (CfL), Bangladesh Open University (BOU), National University (NU), Dhaka University (DU), Bangladesh Institute for Administration and Management (BIAM),

opportunities and development of competencies expected of graduates of the B.Ed.. BIAM provides a rare example of a quality private provider of pre-service teacher training compared to Shantomariam whose academic standards and attendance are considered to lack rigor.

While BRAC University CfL is not training teachers directly, it facilitates Training of the Trainers (TOT) sessions and English training courses for monitors of English teachers of Post Primary, Basic and Continuing Education (PACE) programme of BRAC. It focuses on basic communication skills, giving effective feedback and observation techniques along with equipping the participants with modern teaching methodologies. The focus is on communicative English as well as teaching grammar.

Courses for upgrading the EL competence of practicing English teachers and teachers from English medium schools are provided by BIAM and the British Council. The training is largely focused on English Language acquisition, grammar, reading and writing and the communicative skills of speaking and listening, rather than pedagogy.

British Council have recently initiated a Primary teacher training programme targeting 800 teachers in rural areas. The details of this programme can be found in Tables I, II and III.

Trainers/Tutors for programmes provided by these organizations are highly qualified with many having English degrees up to Masters level, and often CELTA qualifications. However, discussions revealed the same problem of lack of fluency in spoken English for many of the Tutors. It would seem that in the interests of sustainability, improvement in the quality of spoken English for EL tutors at the university level and TTCs, needs to be given a strong focus at some stage in the EIA project.

3.3 English language training provided for adults outside the school setting

There are a plethora of private universities, institutes, and coaching centres, that provide English Language training for many sectors of the population including those individuals studying English for formal English qualifications, IELTS, professional development, specific career progressions, and workforce requirements. This study interviewed non-sector specific providers including large institutions such as BIAM, OICIUT⁴ National University, BRAC CfL, British Council and small private providers exemplified by CCE⁵ and Zia's Language Centre; and sector specific providers from the garment sector, the hospitality industry, banking sector, Grameen corporation. Details of these programmes can be found in Section 4.3 of this report.

The 5 million students from 1,700 Colleges that fall within the jurisdiction of the National University are required to enrol for, and pass, a compulsory EL course focused on reading writing and grammar and delivered by lecture style mostly. Communicative English is not usually taught in these courses for two reasons. The first is that examination is of written work, and secondly, the Tutors, even though they are highly qualified academically, once again have very poor spoken English skills.

Some of these organizations orient their training to communication English for particular vocations. For example, BIAM provides Training for the GoB Doctors' Foundation course, and for the Administration Cadre as well as training courses for Head Teachers. OICIUT provide compulsory EL for students training for electrical and mechanical engineering and computer science. CfL provides EL training for the corporate sector, underprivileged university students and development workers amongst others. British Council provides training for ministry staff, telecommunications, banks, IELTS, CELTA, business courses and so on.

Coaching centres are an ever-growing industry in Bangladesh, advertised widely on billboards,

⁴ *Organisation of Islamic Conference Islamic University of Technology*

⁵ *Centre for Communication in English*

newspapers and the Internet. Some focus specifically on IELTS but many are very flexible and will provide training for any purpose. Some, such as the two interviewed for this study, CCE and Zia's Language Centre, only have one trainer and will provide courses to meet client EL needs.

Most of the providers outlined above describe their methodology as very interactive, making use of a range of IT such as video, audio, MP3 players and in some cases, language labs. Their tutors appear to be highly qualified academically in EL.

In the Garment Industry much training is provided under the auspices of the Bangladesh Garment Manufacturers and Exporters Association (BGMEA). One such institution is Bangladesh Institute of Fashion and Technology (BIFT), which provides a range of qualifications for fashion designers, manufacturers, merchandiser, knitwear etc. The focus of the courses is to build confidence, to increase speaking skills and workplace relevance. Similar courses are offered at Shantomariam University of Creative Technology. In addition to these larger Institutions, there are also smaller providers as exemplified by the Buying House for the New Wave Group, who employ their own English Language expert to provide needs based courses for managerial and administrative staff.

The major hospitality training provider is the GoB National Hospitality and Tourism Training Institute (NHTTI). People from widely diverse backgrounds and English language expertise, are trained here in all aspects of working in the hospitality industry. English is a compulsory part of all training and is general EL initially but then strongly focused on specific roles. All resource materials are written in English. Some individual hotels, especially the international hotels, have their own onsite EL training. Two examples are provided; the EL trainer in one (the Radisson) develops his own training programmes tailored to meet the specific needs of each staff member's role, with regular monitoring and ongoing EL language provision; the other is of a chain Hotel (the Westin) where training and all materials used are developed in the US. The Head Trainer here receives ongoing professional development for his role in the US and is not allowed to deviate from the prescribed pattern.

In the banking sector there is once again some variation. Out of 9 banks contacted, four provided their own training to staff. The other banks employed staff who were already fluent in English for positions requiring EL. Some banks, e.g. NCC bank and the Trust Bank, had their own training institutes. Courses varied considerable in length from short beginner classes to 1month immersion courses, were vocationally specific and participants were selected according to a needs analysis. Tutors were drawn from the British Council, the Bangladesh Institute of Banking Management (BIBM) or from University staff.

Grameen has a very comprehensive training approach to EL. They employ tutors from the British Council or IELTS examiners all of whom have CELTA qualifications. Any staff who are identified as needing EL development will be involved in role specific courses that can be from 16-32 hours duration. Sometimes all staff are required to participate in a course in response to an identified business need for the company.

All providers of EL courses in the corporate sector describe their methodology as very participatory, involving a lot of role-play and video use.

4. Audit Findings

Data has been organized into three major sections as follows.

- Section 4.1 English language teacher training in the Primary and Secondary school sectors.
- Section 4.2 Tertiary involvement in English language teacher training
- Section 4.3 English language training provided for those outside the school setting.

4.1 English language teacher training in the Primary and Secondary school sectors

Data gathered from the self report questionnaire completed by Primary and Secondary EL training providers has been collated into a series six of tables of information, three for each sector.

- Table I: Primary Programmes for teachers: Logistic details
- Table II: Primary Programmes for teachers: Pedagogical Details
- Table III: Trainers For Primary Teacher Training Programmes
- Table IV: Secondary Programmes for teachers: Logistic details
- Table V: Secondary Programmes for teachers: Pedagogical Details
- Table VI: Trainers for Secondary Teacher Training Programmes

Table I: Primary Programmes for teachers: Logistic details (self report)

Organizations	Participants	No. in Batch	Frequency/pattern of training	Ongoing support provided	Location of Training
FIVDB	Teachers, supervisors, staff	30 -35	Sessions on English 1 - 2 hour duration in initial and quarterly training, central month long courses and field ones	Observations and school cluster meetings	In 9 districts
BRAC Primary	All teachers of BRAC NF primary schools	25	6 day modular training for grades 4 & 5 as needs arise Refresher for grades 1-5 held monthly	Refresher training monthly Also visits from monitors and supervisors	64 districts in BRAC resource centres (TARC)
UNICEF funds Subject-based training delivered by PEPD II	Primary teachers, Master Trainers, Core trainers, PTI instructors, UEO, AUEO, URC, assistant Instructors. Has over 4,000 trainers nationwide	25	6 day initial training plus 3 day refresher	Sometimes at cluster and sub-cluster meetings at the URCS	At PTI, URC or school Covers all Primary schools in all Upazilas
UCEP	UCEP classroom teachers	Previously 20 teachers trained but none for last 5 years	Training is on site from head teacher or senior teachers as needed i.e. there are no specific English training workshops in operation at present.	In-house training, positive supervision	6 metropolitan areas Dhaka, Chittagong, Khulna, Rajshahi, Sylhet, Barisal.
BOU Open School	Tutors of Junior Certificate (JSC) programme. NGOs who offer programme at field levels are asked for nominations	20 – 30 per batch. 340 in total per year	Twice per year – 5 days basic training and 2-day refresher training	Regular Refresher training	Centrally and locally at NGO centres
D. Net	Teachers and underprivileged youth in rural Bangladesh conversational English through interactive CDs contextualized for Bangladesh.	N/A	Available through CLC (Computer Literacy Centres)	As needed	82 CLCs, in 82 schools in different district in Bangladesh

Organizations	Participants	No. in Batch	Frequency/pattern of training	Ongoing support provided	Location of Training
Plan Bangladesh	Young adolescents selected to be teachers, community based resource people, resource trainers. All teachers of partnership schools	25	3 residential courses, Basic; Self learning; Self learning; plus Refreshers on fortnightly basis. Complete cycle per year. Residentials based on issues from practice.	Refreshers fortnightly	6 districts. Partially and 2 fully implemented by partners with Plan's technical and financial support. Held in a convenient residential facility
English medium (Scholastica)	Teachers from their own schools. Training for all staff including admin staff is compulsory.	As needs arise	Own training centre and use own teachers. On-line training from Cambridge International Board. Sometimes teachers are sponsored to attend British Council or BRAC CfL courses	Supervision and support by experienced staff.	School based wherever there are English Medium schools
British Council (New Programme)	800 Primary teachers from rural areas who after training are expected to train the other teachers at their school. Selected by schools as most proficient in English	30 -35	Two residential 6-day courses. Phase I focuses on language upgrade. Phase II is classroom implementation	Not at present as no resource	Dhaka, Sylhet, Chittagong

Table II: Primary Programmes for teachers: Pedagogical Details (self report)

Organizations	Content of programme	Linkage with GoB texts and assessment	Methodology	Monitoring and Evaluation	Perceived effectiveness
FIVDB	Simple Conversation, Phonetic awareness, reading-writing skills, grammar, translation	Yes	Variety of strategies, to meet different learning styles, auditory, kinesthetic, visual	Learning sheet after each session feedback during session, regular visits with feedback, post-test	Improved teacher confidence, self esteem and self motivation
BRAC Primary	Needs based & tailor made by CDU in consultation with QAS. Pedagogy, vocabulary, grammar, lesson planning, classroom management	Yes	Pair work, group work, chain drill, choral drill, elicitation etc	Regular follow up by PO, BM, AEmS, QAS, RMs. Problems of teachers identified and addressed at refresher. Children's performance also checked	The ongoing training is effective even though teachers have diverse backgrounds. They are following participatory method and meeting student needs. Students pass rate 96% in Primary Completion Exam.
UNICEF	GoB curriculum, modern T & L techniques, use of materials, achieving learning outcomes	Yes	Participatory	Pre and post test, assessment of implementation of skills in classroom using checklist	Positive impact but not up to the mark due to inter-nal challenges
UCEP	Follows the NCTB curriculum and syllabus	Yes	Interactive, communicative, integrated approach to teaching, group and peer learning, question and answers	Classroom teaching supervision, regular internal evaluation, chapter tests, Semester examination, sharing good practices with others	Satisfactory level of reading, writing and listening skills for students.
BOU Open School	Tutoring skills for English	Yes	Objective defined at outset. Training curriculum. Lecture method. Demonstration. Group discussion. Brainstorming. Acting.	Evaluation at end of courses. M&E conducted by Lead Tutors and supervisors when visiting centres. Supervisors meet centrally and report to JSC secretariat.	Very effective for taking remedial action.

Organizations	Content of programme	Linkage with GoB texts and assessment	Methodology	Monitoring and Evaluation	Perceived effectiveness
D. Net	CTEE CD: Interactive contextualized communicative English. Full explanation of use provided.	Not answered	Interactive	Not Known	Anticipated to meet a need for rural poor students.
Plan Bangladesh	Curriculum mapping, NCTB texts & competencies, assessment tools, t-l processes, use of learning materials, child psychology, role of facilitator, child centred learning theories	Yes	Reflective method pedagogy, participatory, needs based, Based on learning theories and participant experiences.	Follow up field visits, refresher courses. End of course evaluations. Regular discussions at meetings	Satisfactory Good and friendly for teachers. Implementation deviations occur sometimes.
English medium (Scholastica, Sunbeams)	Cater to A level and O level Cambridge International exams. Have links with University of London	Linked to Cambridge International exams	Focus is on academic aspects but more activity based teaching approaches are being used with students. Texts however do not encourage peer or group work	Student exam results and supervision of classroom teachers.	Very positive about their own standards.
British Council (New programme)	Phase I is language acquisition for teachers. Phase II is about implementation in the classroom	Phase I uses Headway elementary. Phase II based on NCTB competencies and EFT texts	Participatory in the PD workshops. Master trainer is developing supplementary resource material for EFL such as poems, drills, games, flash cards as well as designing the courses for teachers.	Teacher PD workshops are evaluated by participants but no classroom evaluation as yet.	Concern expressed that the participatory approach modelled at the workshop is not being transferred into classroom practice.

Table III: Trainers For Primary Teacher Training Programmes (self report)

Organisations	Who are they	Qualifications	Number in organization	Length of training period	Trainers of trainers	Perceived Challenges
FIVDB	Central and field level staff	BA, B.Ed., Masters level	10-12	3 days – 3 months	Overseas trainers and training within organisation	Lack of basic English skills and lack of confidence
BRAC Primary	Own trainers from master and core trainer	Masters holders in different subjects	61 Core trainers and master trainers	3-6 days depending on training needs	International consultants and CDU and MDU staff	M Trainees are very mixed ability groups and diverse geographical and socio-cultural backgrounds
UNICEF	Selected teachers, AUEOs, PTI instructors, URC and AURC	Bachelor or Masters degree	More than 4,000	Not answered	Selected master or core trainers	Flooding and accommodation problems at local level
UCEP	Good teachers and supervisors in our schools	Bachelor or Masters in any discipline	UCEP HRM 4 resource trainers UCEP schools 673 trainers and supervisors	5-6 days from HRM Ongoing on the job training	UCEP - HRM component Resource persons from other institutions	Less scope for exercises due to shortage of time
BOU Open School	Good teachers, sometimes international facilitators	MA or above	5-10 at present	One week	International facilitators provided by Commonwealth of Learning	Difference between normal teaching and distance teaching
D. Net	CTEE (computer training for everyday English) staff	Not stated	Not stated	Not Stated	CTEE will train the mainstream teachers to learn to use and to use in teaching the instructional CDs.	Not Stated

Organisations	Who are they	Qualifications	Number in organization	Length of training period	Trainers of trainers	Perceived Challenges
Plan Bangladesh	Resource trainers, Community learning resource persons, Technical officers	RT – graduate CLRP – HSC TO – Masters	RT – 60 CLRP – 95 TO – 6 Central learning team – 4	5 days	Members of the Central learning Team (CLT)	Heterogeneity of participants in English language. Lack of confidence means deviation in practices
English medium (Scholastica)	Experienced and fluent English speaking staff	Graduates	Depends on the size of the school	Ongoing and linked to International Universities	Experienced staff, international online links, international experts	Biggest challenge is recruiting expert subject specialist who are also fluent in English
British Council (New Programme)	1 master trainer from UK. 15 trainers drawn from a pool of freelancing trainers – mainly from tertiary institutions such as IER	Honors or Masters graduates with intermediate level English	16 in total.	Supervised by the master trainer	International English specialist from UK	Problems of the level of English of teachers and a concern about the transfer of participatory pedagogy from workshop to classroom.

Table IV: Secondary Programmes for teachers: Logistic details (self report)

Organizations	Participants	No. in Batch	Frequency/pattern of training	Ongoing support provided	Location of Training
TQI (GoB)	All teachers for whom English is main subject	40 in course, 10 courses each month i.e. 400 per month soon to be 800 per month	Initial training 21 day intensive	Follow up with 5-day course. Ongoing visits to school by EOs in district and Upazila level project staff	Govt TTCs and NAEAM All 64 districts covered by ELTIP and TQI combined – i.e. 32 districts each
ELTIP III	Secondary English teachers	30 teachers 2 batches every 3 months i.e. 7-8 batches per year	21 days	Not at present	Regional centres in 11 of 14 TTCs and resource centres where no TTCs. 35-36 districts
CSR	English teachers of years 6 & 7 in 8 Upazilas in Rangpur	45 teachers per batch – 3 times per year	10 days contact sessions. Refresher courses are needs based. Cluster workshops 1 day every month	Yes through refresher course and cluster meetings. Also classroom observations with feedback. Co-planning and co-teaching and sometimes do demonstration lessons	90 schools in 8 Upazilas in Rangpur district. Use RDRs hall rooms and TTC classrooms. Cluster workshops in schools. Refresher course in TBC.
BRAC Post P., PACE	English teachers of non GoB schools especially rural with schools of 200 -250 students, willingness to participate, convenience for visits by BRAC staff	25 per batch Throughput year but utilize holidays wherever possible	2 modules of 18 working days each, refresher course of 6 days, i.e. each teacher gets 42 days training	Yes through modular nature and visits from BRAC staff	Teachers in 60 districts at BRAC training venues.

Table V: Secondary Programmes for teachers: Pedagogical Details (self report)

Organizations	Content of programme	Linkage with GoB texts and assessment	Methodology	Monitoring and Evaluation	Perceived effectiveness
TQI (GoB)	Learning process, inclusive teaching; Rationale for learning English; Content and approach to 6-10 yr; Planning; T&L 4 main skills; Pronunciation; Grammar; Teaching Aids; formative assessment; Setting tests and exams; reflective practice	Direct link. Textbooks are key training resources.	Participatory; Modelling teaching strategies, techniques (based on 6-10 texts) that teachers expected to use in own classroom. Micro & simulation teaching with feedback and reflection	Baseline and annual survey (not specific but including on-site monitoring and reporting by Ed O and TQI-SEP TA.	Too early for comprehensive assessment but field visits indicate many teachers shifting to group activities in more open environment. Involving all students. Teacher moving round class
ELTIP	Pedagogy; classroom management; lesson planning; micro teaching; personal English development; grammar; using a dictionary	Direct link	Communicative English emphasized. Participatory, taught to write on own rather than memorisation	Built in to training sessions; pre-test and post-test; Questionnaire to head but not usually filled in. Need a monitoring team	Training programme is good. Problem is not many qualified trainers. Participant motivation low. Don't put training into action in classroom. Assessment drives the teaching – rote learning predominates. Need more co-ordination between curriculum and assessment board.
CSR	Student centred instruction to teach English in class 6 & 7.	Direct link	Participatory method	Observation; measure performance using evaluation forms; comparison with baseline data	Positive classroom climate, English being practiced by students and teachers in classroom; improved teacher and student confidence, enjoyment, drop out rate reduced, better results in English

Organizations	BRAC Post Primary, PACE	Linkage with GoB texts and assessment	Direct link – use <i>English for Today</i> .	Methodology	Interactive, participatory: positive environment learning from each other – follow Kolb’s theory of experiential learning cycle – concrete experience, reflective observation, abstract conceptualization, active experimentation.	Monitoring and Evaluation	BRAC staff monitor classroom sharing with teachers and follow up of issues at refresher courses.	Perceived effectiveness	Changed classroom behaviours by many teachers – more interactive; positive environment in classroom, more focus on students as individuals, results in tests and SSC examinations
Content of programme	Pedagogy (4 skills); lesson planning; grammar; classroom management a; Communicative language (CLT); comparison between CLT and grammar translation approach; exam format and assessment criteria; micro teaching								

Table VI: Trainers For Secondary Teacher Training Programmes (self report)

Organizations	Who are they	Qualifications	Number in organization	Length of training period	Trainers of trainers	Perceived Challenges
TQI	Teacher educators from TTCs; good teachers; training specialists (NAEM)	Masters plus professional degree	50 currently to be increased to 100 in the near future	6 days intensive + 21 days if trainer is a school teacher	IER faculty members	Much administration is managed centrally, however lack of regional co-ordinators creates logistic problems sometimes
ELTIP	British trained (7) and fresh graduates directly recruited from Universities - have not taught in classrooms (44).	Honours or Masters holders in English	51	One month	UK trained trainers	Trainers are not teachers. Participants' lack of motivation. Many teachers not from English discipline so lack content and communicative English. Even graduates have done English literature but nothing to improve their own English.
CSRP	1 international and 1 national trainer, assisted by teacher support officers	Masters in English or related discipline	4 trainers	One month and every day on the job training	International and national trainers	Most teachers do not have English degrees so the content competency is not up to standard
BRAC Post Primary, PACE	PACE core trainers, Master Trainers (highly competent teachers developed by BRAC training) Resource Group - selected teachers from Universities, TTCs trained by BRAC	Masters in English or related discipline	25 full time (TTs), 75 MTs, 12 RTs	Modular approach - 2 modules each of 6 days.	ELT experts from home, including Cfl, and abroad	Many teachers still infatuated with Grammar Translation method and resistant to CLT. Some do not see the need to change their practice. Finding mechanism to motivate them. E Communicative English generally poor so interactive sessions difficult.

4.2 Tertiary involvement in English Language teacher training

Data was collected through interviews with senior staff of each institute/organization of the selection of providers of EL teacher training from the tertiary sector. No actual training programmes were observed. Table VII provides a brief overview of key dimensions of each organization with descriptive details for each following.

Table VII: Key dimensions of selected tertiary providers of EL teacher training

Institute / Organisation	Clients & numbers	Qualifications	Duration of training	Content of training	Methodology of training
BRAC Cfl	PACE trainers, 6 intakes/year	N/A	16 hours over 2 days	Communication, observation and feedback skills	Modern, interactive
BOU	1,000 – 1,200 Primary trainees	CEd	1 semester, 8 voluntary tutorials	Written materials, audio & video	Self learning, Voluntary tutorials Radio and TV
BOU	5,000 Secondary trainees	B.Ed.	2 semesters Weekly tutorials	Adapted TQI materials	As described for TQI in table IV adapted for distance
NU	Secondary teacher trainees from GoB TTCs (14) and affiliated private TTCs (119) ⁶	B.Ed.	108 hours and 12 weeks of teaching practice	National MOE approved B.Ed. curriculum teaching studies in English	Approved workshops and teaching practice ⁷
DU	No teacher training	N/A	N/A	N/A	N/A
BIAM	Primary trainees	Int. Dip Tch	N/A	Cambridge Ed curriculum	Participatory
BIAM	Secondary trainees (25)	B.Ed.	1 year	B.Ed. curriculum, teaching studies in English	Approved workshops and teaching practice
BIAM	English medium teachers	N/A	2 weeks	Needs based	Participatory
Shantomariam UCT	Secondary Trainees	B.Ed.	4 hours per week	Testing, curriculum, literature, methodology	Approved workshops and teaching practice
Shantomariam UCT	Teachers without B.Ed.	Various	4 hours per week	Testing, curriculum, literature, methodology	Lecture and participatory
British Council	Practising teachers	N/A	Variable	Communicative, grammar, reading, writing skills	Participatory

⁶ Government TTCs are the venues for TQI Continuous professional Development (CPD) EL in-service training

⁷ True for Government TTCs but implementation in affiliated private TTCs is only partial.

4.2.1 BRAC University Centre for Languages (CfL)

Teacher Training

While CfL is not training teachers directly, it facilitates Training of the Trainers (TOT) sessions and English training course for monitors of English teachers of Post Primary, Basic and Continuing Education (PACE) programme of BRAC. It focuses on basic communication skills, giving effective feedback and observation techniques along with equipping the participants with modern teaching methodologies. The focus is on communicative English as well as teaching grammar.

Six intakes of PACE trainers occur each year. Workshops are needs based and are sixteen hours over two days. Most courses are at the university campus with some held at the different Training and Resource centres of BRAC. CfL has a number of faculty members who have the experience of working with government both in Primary and Secondary levels and are very much aware of the present trends of teaching and curriculum. Moreover, when training trainers/ monitors the focus is on the Primary and Secondary modules, teaching techniques/ methodologies and present GoB prescriptions at different levels.

Trainers

There are 35 fulltime faculty members of BRAC University Centre for Languages and some foreign faculty on part time basis. All faculty members have a minimum of a Masters degree in English, specialized in ELT, TESOL, Linguistics or professional qualifications like CELTA, with diverse experience in the field of language teaching for learners of different levels and backgrounds.

Evaluation and development are through teachers/ trainers and learners reflections of course contents and materials in the middle of courses. Also, at the end of each course students assess the trainer's performance through a course evaluation. Opportunities to develop/rectify teaching skills/ materials occur through regular peer observations. Participants regularly express a high level of satisfaction.

4.2.2 Bangladesh Open University (BOU)

This institution provides both Primary and Secondary teacher training.

Primary Teacher Training

Each year, 1,000 to 1,200 Primary teachers are trained through the CEEd programme (Certificate in Education) of one and a half year's duration. English is a compulsory course comprised of one semester of self-learning materials with eight non-compulsory tutorials in total. Face to face tutorial support is provided on alternate Fridays. Course material is offered in the form of self learning printed text material, audio and video lessons broadcast by TV and radio. However the radio and TV enrichment lessons are on at unsuitable times for viewers.

The tutorials occur at all government PTIs, and at other centres in districts where there are no PTIs. The tutors are teacher educators from PTIs who have participated in a tutor orientation programme lasting 2 or 3 days. All courses are based on the English modules in the NCTB English Curriculum. Assessment occurs through assessment of written output and internal and external exams.

Challenges are the poor level of communicative English of many trainees and insufficient face-to-face tutorial time. Suggestions to make the training more fruitful include:

- Offer supplementary English language courses for developing the communication skills of the English teachers.
- Prepare and provide audio-video CD to the students for practicing at home.
- Prepare some additional reading material for the students.
- Give support and guidance to the students through internet or mobile.

Secondary Teacher Training

Each year nearly 5,000 Secondary teachers are enrolled the BOU B.Ed. programme and only intending English teachers choose the English teaching course that is offered for two semesters. Face to face tutorial support is provided in each Friday. Course material is offered in the form of self learning printed text material, audio and video lessons broadcast by T.V. and radio. As of 2008 the BOU has adopted the programme developed by TQI, adapted for distance learning. The content and pedagogy is described in Table IV under TQI. This has meant a significant positive shift in pedagogical approach including a stronger emphasis on interactive communicative English.

Tutorials are conducted at the GoB TTCs by teacher educators who have a BA (Hons) or Masters in English as well as a B.Ed.

BOU provide a 3-day Tutor orientation session. Sometimes they receive additional training from the Government as members of the Education Cadre. The English module in the B.Ed. is based on the NCTB English curriculum. Assessment of students is through assignments such as case studies, action research, reflective journals and internal and external exams.

Challenges are similar to those described above for Primary teacher training. Unfortunately, while many of the English teachers may have a degree in English, this has not equipped them with English fluency for listening and speaking due to the emphasis placed on grammar and English literature in many University courses. This limitation applies to the tutors at the TTCs as well. In addition, other teachers with very limited academic backgrounds in English are assigned to teach English in their schools which compounds the problem even further.

4.2.3 National University

Private TTCs are affiliated by the National University to teach the nationally approved MOE B.Ed. degree. However, because there is no moderation or evaluation of the content and mode of delivery of this degree across these institutions, the standard is very variable. Many TTCs fall far short of providing the learning opportunities and development of competencies expected of graduates of the B.Ed.

The National University recognizes the enormous problem in relation to graduating fluent English speakers. They believe their limitations stem from a lack of financial resources and their inability to attract funds as they are funded by the Government. They planned an English month long, residential training workshop for Secondary English teachers in September 2008 but it was not implemented. They hope to provide a more interactive training, focused on spoken communicative English, but in discussion and examination of their course outline it would seem they have a limited understanding of what this might mean in practice.

4.2.4 Dhaka University

Dhaka University does not provide teacher training as such but does offer Bachelor, Honours and Masters degrees in English Language. These can provide background entry requirements for those students who wish to complete a B.Ed. at a Government or private Teacher Training Institute.

4.2.5 Bangladesh Institute for Administration and Management (BIAM)

This is a private institution or NGO that amongst a range of courses, provides Primary and Secondary teacher training, both pre-service and in-service. It is a rare example of a quality private provider of pre-service teacher training. BIAM has many English Medium schools of its own across Bangladesh and provides mobile training for teachers in these schools. It offers the International Diploma of Teacher Training under City and Guilds UK and the 1-year B.Ed. course prescribed by the National University. BIAM also provides a short 2-week course for English medium teachers.

The participants are mainly teachers who are already teaching English in schools, including some

students from India. These participants may have English in their degree and will have at least A-level English in their background. There are usually 25 students per year in their B.Ed. course. They follow the teaching and learning materials developed by TQI to support the B Ed. Tutors at the BIAM TTC have been involved in the writing workshops for the TQI materials and attend TQI workshops regularly, regarding this as a valuable source of professional development for their staff. The 6 BIAM tutors are University graduates (not teachers) with Honours and M.Ed. degrees from Dhaka University. They have also received ICT training through the Indian High Commission from their Data Consultancy Service.

The materials used are those developed with support of TQI, and students also have access to a modern computer lab that uses multimedia including MP3 players. This laboratory is also used by participants in the wider range of courses BIAM offers so access for teacher trainees is sometimes limited.

While students are required to sit internal and national external exams, once they are out in schools there is no monitoring of their practice. Staff commented on the need for monitoring tools to be developed and resourced if they are to be able to assess the effectiveness of their programmes in practice and to provide ongoing feedback to their teachers.

4.2.6 Shantomariam University of Creative Technology (Uttara)

This university provides an example of how some private universities contribute to teacher training through offering a distance B.Ed. They also offer other English qualifications such as Diplomas, Bachelors, Honours and Masters degrees. The English Department has 25-40 students per class and enrolls 150-200 students per year. Students come from all over Dhaka and classes are held on Fridays from 8 am to 1 pm.

There are 4 courses: testing, curriculum development, literature and methodology.

Some of the students are English teachers who have Masters degree in English at another university but did not get a good result so are repeating their Masters. Others have a B.A. or M.Ed. but want Masters in English as they are now teaching English in schools. While they did do the compulsory English course in their degree, 70-80% have poor skills in Communication and written English. Courses are designed by the Institute Authority. Multimedia is used for teaching but there is no language lab available. The academic demand and attendance in this institution lacks rigour.

4.2.7 British Council Teacher Training

Teachers who receive training here are predominantly those who teach in English Medium schools or other private institutions who can afford to support this training for their staff. English medium schools also sometimes contract the British Council to facilitate professional development for their staff. The training is largely focused on English Language acquisition, grammar, reading and writing and the communicative skills of speaking and listening, rather than pedagogy.

British Council have recently initiated a Primary teacher training programme targeting 800 teachers in rural areas. The details of this programme can be found in Tables I, II and III.

4.3 English Language Training provided for adults outside the school setting

There are a plethora of private universities, institutes, and coaching centres, that provide English Language training for many sectors of the population including those individuals studying for formal English qualifications, IELTS, professional development, specific career progressions, and workforce requirements. Some examples of non-sector specific providers (larger EL providers, smaller coaching schools) and sector specific providers (EL training in the corporate sector) are set out below.

Table VIII provides a brief overview of key dimensions of each organization with descriptive details for each following.

4.3.1 Non Sector-specific providers

Table VIII: Key dimensions of non-sector specific providers of EL training

Organisation	Clients	Duration of training	Focus of training	Methodology of training	Trainers
BIAM Large provider	Doctors, Head Teachers GoB Administration Cadre	6 months x 2hrs x 5 days/week	Vocational English	Communicative, participatory	BIAM TTC staff
OICIUT Large provider	Foreign students, Bangladeshi students studying engineering, computer science, general studies	2 hours/week for 6 months	Basic English, writing, speaking, listening, reading	Participatory, video, language labs	Experienced staff members, from other Universities. Highly qualified academically in English
National University Large provider	5 million students from 1,700 colleges	Varied according to qualifications sought	Compulsory EL course for all, reading writing and grammar	Lecture style mostly	University staff with Masters in English
BRAC Cfl Large provider	Corporate sector, Underprivileged students, Development workers, etc	Varied – Up to 5 months	Needs based communicative, vocationally oriented	Communicative, participatory	BRAC university staff International experts
British Council Large provider	Ministries, telecommunications, banks, CELTA, IELTS	1 month intensive, or 32 hours, or two days	Needs based, skills based	Participatory, needs based	International CELTA trainers with 2 years BC experience
CCE (Coaching Centre) Small private provider	Anyone – requiring EL training	2 hours/week for 2-3 months. Groups of 6 -8	Needs based, business, interviewing, leadership	Interactive, discussion student owned	1 highly competent trainer, UN staff member for many years
Zia's Language Centre. Small private provider	Anyone – banks, police, NGOs	48 hours over 3 months. Groups 6-8	Needs based grammar, reading, writing, speaking	"Dynamic and interactive". Video, multimedia	1 UK trained teacher, TESL qualified, international study

4.3.1.1 BIAM Foundation

In addition to the teacher training described above, the BIAM foundation provides English language training for a wide range of clients. They offer a residential 3 months intensive course for the Government Doctors Foundation Course and Government Administration Cadre. They provide Head teachers and Principals training and English and Computer training courses for teachers. The BIAM TTC staff are the principal trainers for these courses along with invited guest lecturers from the Government TTCs.

They provide IELTS courses and their City and Guilds Diploma course runs for 6 months continuously, for 2 hours a day five days a week. Some teachers and any other interested parties participate in this course. The exams, including IELTS, are conducted through the British Council and are evaluated by City and Guilds.

4.3.1.2 Organisation of Islamic Conference Islamic University of Technology (OICIUT)

This institute attracts many foreign students all of whom are required to participate in compulsory English courses. Bangladeshi students, who attend OICIUT, on the other hand are not required to study English but are required to learn Arabic. There are four departments; Electrical Engineering Department; Computer Science Department; Mechanical Engineering Department; and Instructor Training and General Studies Department.

English courses for the foreign students are 2 hours per week for 6 months - i.e. 48 hours of face-to-face tuition in total. There are usually 25-30 students. They use video, and have access to language labs. The Tutors are experienced staff members, highly qualified academically in English, from other Universities. The described mode of teaching is through participatory interactive approaches. The focus is on basic English using the 4 skills of reading, writing, speaking and listening.

4.3.1.3 The National University

The National University is the accreditation body for 1,700 colleges with more than 5 million students. An English language course is compulsory and must be passed for all degrees, but it does not provide any credits towards completion of the degree. The emphasis is on reading and writing i.e. listening and speaking are not emphasised or tested, largely because the tutors themselves do not have good enough communication skills.

All English tutors are required to have a Masters degree with honours in English. As the focus of these degrees is on English literature and grammar, graduates frequently have very inadequate English communication skills and are ill equipped for the role of teaching English to others.

4.3.1.4 BRAC University Centre for Languages (CfL)

The Centre works with a wide range of different learner-groups with diversified proficiency levels, individual needs and dissimilar socio cultural backgrounds. Learners, at BRAC University, mainly include undergraduate and graduate students who attend different academic modules, according to their proficiency levels, to gain a satisfactory standard of English.

Besides facilitating courses for regular university students, CfL is engaged in an intensive certificate course specially designed for development workers. "The Development Professionals' Programme" (DEV Pro) is an English and professional skills development course, comprising of Business communication skills, technical writing, cross cultural communication, development issues etc., which is being run in collaboration with BRAC Training Division (BTD) and BRAC University Institute of Development Studies (IDS). In addition, CfL has also ventured into corporate training for different corporate houses (Bank, Mobile Companies, fashion-houses etc.) according to their demands. Moreover,

to provide English language development support for all walks of people, CfL is also offering evening courses entitled 'English Proficiency Development Course (EPDC) in four different language skills level.

Recently, CfL conducted a five month long Basic English Language Course for the Ministry of Education-Afghanistan participants of BRAC "Afghan Education Professional Development Programme", and has recently started a similar programme in Kabul. CfL is actively involved with the "BRAC University new faculty orientation programme that assists students who need extra help with their English language to be successful at university. At the Savar campus CfL motivates and monitors BRAC university students who conduct classes for underprivileged village students under the "Outreach Programme". CfL also provides HSC level English Language teaching to meritorious underprivileged students in BRAC Medhabikash programme. For this programme university post graduate students who are part of the social development programme, are used as teachers and thus develop their skills in real classrooms and build their ability to work for society in future.

Overall, BRAC CfL programme works with about 700 students every three months offering training for different groups all year round as follows:

- University - three intakes
- Dev pro - seven intakes
- PACE Trainer Training - Six intakes
- Out reach - three intakes
- Medhabikash - 14 intakes
- EPDC - 8 intakes
- Training Courses - 2 per month

4.3.1.5 British Council

The British Council provides a range of courses to a wide range of groups, for example corporate organisations (ministries, telecommunications, banks). Many of these courses are designed for specific purposes and these are tailored to the needs of the clients. They currently offer 50 courses a term, 3 business, 15 IELTS (English for International Opportunity), 6 English for Young Learners and the rest General English. They have up to twenty students per batch.

Courses are usually of 32 hours duration held over 4 weeks. Some are based on the Common European Framework (CEF level) and focus on "learning through doing, moving from the unknown to the known with a focus of reflection". There is a strong emphasis on communicative English. The General English course is based on the Headway text, and while it is very popular with students, teachers find it too Eurocentric. Students are assessed on their writing and speaking skills at the end of the course and those with problems are offered counselling.

In addition, the BC offers skills based workshops of two days duration. These are very much foundation courses. Participants have a pre-course task, and develop an action plan at the end of the course to complete a post-task immediately after the course and then 3 months later.

The most popular courses are IELTS and the General English courses. CELTA (Cambridge Certificate in English Language Teaching to Adults) is a month long intensive, participatory immersion course with 120 hours of input. Teachers sometimes enrol in CELTA, however at 11,500 taka, it is too expensive for many people.

CELTA trainers come from Australia, England, and New Zealand. They must all have CELTA qualifications and 2years experience to work as trainers for the British Council. New trainers are closely monitored.

4.3.1.6 Centre for Communication in English (CCE)

There are enormous numbers of coaching centres in operation in Dhaka. Many of them focus on IELTS preparation and exam preparation for school students. Centre for Communication in English (CCE) is one example of two small private providers who cater for a range of needs.

CCE was instigated three years ago by Shamin Hamid, who in her previous role in the UN, and as a recipient of a great deal of training, had recognized the need for many people in Bangladesh to have opportunities to add depth to their English language proficiency.

She provides a range of courses such as IELTS training, English conversation, business communication, presentation skills, interviewing and leadership. Modules can be put together to meet needs of the clients. CCE is now also moving into media communications for graphics, visuals, designing covers, books, reports etc, and has a competent team of 6 part time staff.

Currently Shamin facilitates 3-4 courses a year each with 6-8 participants. The training runs for 2-3 months, usually twice a week for 2-hour sessions i.e. 16 to 18 lessons in total. The methodology is needs based, very interactive with much discussion and ownership for learning being on the student. Participants sit tests and provide evaluation and feedback on the course. The participants receive a certificate of participation.

Shamin believes the corporate culture in Bangladesh is not training people for general English i.e. courses offered by corporates tend to be limited to the specific needs of the company. She believes this is a weakness, as it is not building the wider capacity in English that Bangladesh needs to advance in the 21st century.

4.3.1.7 Zia's Language Centre

Zia's Language Centre is another example of a small provider. The Head Trainer for this organization is well qualified having relatively recently graduated from a Teacher Training course in the UK, has a TESL qualification (Teaching English as a Second Language) certified by ICAL, UK, and has studied at the advanced level of the English language in the UK.

His specialty is training for Business English Writing Skills. He offers 2-hour sessions, 2 days a week, for 3 months. He generally works with groups of 8 people but will also run courses for larger groups such as Bank staff, Police and NGO staff. The courses focus on grammar, writing and reading skills predominantly but as the classes are "dynamic and interactive", there is also speaking and listening development. He uses video and multimedia and provides resources for participants such as sets of specialized professional vocabulary, most frequently used expressions in professional situations and the difference between UK & US English.

The cost for courses for 8 participants is Taka 5,000 per 2-hour session.

4.3.2 Sector specific providers

Whilst there is considerable variation in the extent of training provided within and between, various organizations in the corporate sector, it would seem there is a general trend for existing training, to be predominantly vocationally oriented. Samples from four different sectors, the Garment industry, the Hospitality industry, the Banking sector and Grameen phone are used to illustrate the diversity of English language training in the workplace.

Table IX provides a brief overview of key dimensions of each organization with descriptive details for each following.

Table IX: Key dimensions of sector specific providers of EL training

Organisation	Clients	Duration of training	Focus of training	Methodology of training	Trainers
Garment Industry BGMEA - BIFT	Fashion designers, manufacturers, merchandisers etc	Varies depending on course Certificates, diplomas, Bachelor, Honours, Masters	Building confidence, increase speaking skills, workplace relevance	Interactive -debate, role-play, presentations	Part-time. Qualified University staff with Masters in English and B.Ed.
Garment Industry Shantomariam University of Creative Technology	Students of fashion design, business management	Fridays 8 am – 1 pm length depends on course	Workplace oriented	Lecture and participatory	Part time staff from other universities. Have Masters in English
Garment Industry Buying houses	Managerial and Administration staff	1 hour per week ongoing according to needs	Listening and speaking, vocationally oriented	Very participatory and needs based	1 US CELTA trained person with a law degree also.
Hospitality Industry NHTTI (GoB training)	Any hotel worker trainees from diverse backgrounds – village to city	Vary according to course from 5 hours x 2 days a week for 12 weeks to 2 years	Basic EL initially then vocationally oriented	Participatory, audio, video, language lab	University graduates international training opportunities funded through ADB
Hospitality Industry Radisson Hotel	All staff working at the Radisson	2 or 3 day training	Communication service related language for specific roles	Interactive group work, pair work video, audio	1 Master trainer. Ex-BRAC, Masters in English
Hospitality Industry Westin Hotel	All staff working at the Westin – 400 associates and casual associates	12 half days for general training, 6 more for management	Listening, speaking for general culture of hotel plus role related language	Interactive, group work, customized materials developed by 'Starwood'	Master trainer has MBA in HR, 24 years experience internationally. Ongoing training in the US
Banking Sector Hong Kong & Shanghai Banking Corp. Ltd.	Customer service and administration staff	Short courses needs based	Speaking, listening business writing, correspondence - role specific	Participatory	British Council staff
Banking Sector NCC Bank Ltd.		From 1 month intensive – 2 days. 3 hour evening refreshers	Needs based according to specific roles	Participatory	From British Council, BIBM or other universities

Organisation	Clients	Duration of training	Focus of training	Methodology of training	Trainers
Banking Sector The Trust Bank Ltd.	Staff for whom EL necessary, at own in-house academy	7 days preliminary, then advanced 12 or 15 day immersion	Vocationally oriented - speaking for customer service, writing for others	Participatory	From BIBM or University qualified tutors.
Banking Sector The National Bank	All staff initially then for those who require EL for their role	All new staff have 3 hours. Advanced course 11days according to role	Needs based according to specific role	Participatory	From British Council – training based on IELTS
Banking Sector 5 out of 9 banks contacted did not provide any EL training					
Grameen Phone	Any staff identified as needing EL development, or all staff in response to business needs identified by company	Courses may be ongoing and vary from 16 hours to 32 hours. Sometimes a single workshop	General English, business English for correspondence or for speaking and listening	Interactive using audio visual, EL software, tape recorders and VCR.	British Council or IELTS examiners – All are Have CELTA qualifications.

4.3.2.1 The Garment Industry

Bangladesh Garment Manufacturing Export Association (BGMEA)

English Language tuition is provided in the garment industry for employees such as fashion designers, manufacturers, merchandisers, and the knitwear industry through the Bangladesh Garment and Manufacturing Export Association. For example through the **Institute of Fashion and Technology (BIFT)** courses are offered that include Diplomas, Certificates, Bachelor and Masters degrees. English is compulsory for all courses. The emphasis is on workplace relevance with a practical orientation such as letter writing, CV preparation and document reading. The intent of courses is to building confidence and increase speaking skills so the courses are very participatory and include debate, role-play and presentations. The duration of courses for English Language varies from 2 semesters with 60 hours face to face per semester for MBA, Honours and Bachelor degree, to 45 hours for 1 semester for diploma and certificate courses.

The tutors work here part-time and are experienced University lecturers, highly qualified with MEd in English, and often a B.Ed. teaching diploma. Courses are designed by the tutors and submitted to the National University for approval. Tutors use materials from their regular teacher training courses and videos from Cambridge University. They use multimedia including video and audio materials.

Other Private Universities

These offer diplomas, certificates and degrees in a wide range of subjects including those related to the Garment industry such as Fashion Design, Business management etc. For example, **Shantomariam University of Creative Technology (Uttara)** offers a range of programmes for Diplomas, Bachelor,

Honours and Masters degrees across a wide range of subjects such as History, Business, Fashion Design. English is compulsory for all courses. The English Department has 25-40 students per class and enrolls 150-200 students per year. Students come from all over Dhaka and classes are held on Fridays from 8 am to 1 pm.

Buying Houses

These may also offer English Language training for staff. One such example is the **New Wave Group**, which has a contract with 20-25 factories to manufacture apparel for distribution worldwide. An executive trainer is employed to work with Managerial and Administrative staff across the various departments, developing their language both broadly and with a vocational orientation.

The trainer's background is a law degree from the US and CELTA training. He develops his own materials using his past experience and resources and material downloaded from the Internet. The courses are interactive, conversational, focusing on listening and speaking, and ongoing and needs based. Some are pitched at the beginner level while others are more advanced. There are 8 participants per class for 1 hour a week on going. Approximately six classes are operational in any week.

4.3.2.2 The Hospitality Industry

There appears to be considerable variation in the English language training provided for employees of the hospitality industry.

Government Training

The major training organization is the Dhaka based National Hotels & Tourism Training Institute (NHTTI), which operates as part of the Bangladesh Parjatan Corporation, a National Tourism Organisation funded by the government.

The Institute provides training in English for staff for small, medium and large hotels. The students are from diverse backgrounds from villages to cities all over Bangladesh, and with mixed abilities in communication English. The students are consequently grouped according to their pre level of English, in classes of 20-30 participants. The Institute trains approximately 1,000 students each year. In order to encourage people from villages, students receive a Government subsidy that varies according to the length of the course.

The courses range in length from 1 month for 5 hours two days per week to a 12-week course of 5 hours per day for 5 days a week. These courses run concurrently with their vocational training and/or internships in hotels. A two-year Diploma in Hotel Management course is also offered.

The courses begin with a week of basic English and then become very practically focused on particular types of work (e.g. barman, chef, customer service etc). Grammar is not taught in any formal way. All materials used for all vocational courses run by the institute are in English and the medium of tuition is a mixture of English and Bangla according to the English expertise of students. Teacher's manuals and student's manuals designed by ILO (International Labor organization) are provided. A modern language lab is available and participatory methods with audio, video, MP3 players and lots of role-play are used. Students rate the courses highly and are reportedly proud of the certificates they earn. There are 3 trainers specifically for English at the Institute, though all of the other 47 trainers have English communication skills to some extent. They are all university graduates and receive their training through foreign fellowships funded through ADB.

Private Training

Some international hotels provide specialized training for their staff as described in the following two examples.

The Radisson Hotel employees must have some English language in order to be hired. Then according to their needs, staff participate in two or three day English language training. The Radisson has approximately 600 staff all of which receive training. They are trained in batches of 15-20 participants using interactive group work and pair work along with video clips, audio, and games. The focus is on communication (speaking and listening) service related language use. Participants are provided with information and practice sheets. Regular monitoring, quarterly appraisal and supervisor recommendations are used to bring about improvement in their English language skills. The current trainer, for whom English language training is his sole job, has a Masters in English from the National University and previously worked at BRAC as an English language trainer and also has worked for ELTIP.

The Westin Hotel provides English Language training for their 400 Associates and additional casual associates concurrently with their service specific roles. There is an expectation they will have some English on appointment and most of them come from NHTTI or are overseas trained. The medium of training is English, with Bangla only used when absolutely necessary. The training programme is modular and all materials and delivery methods have been developed by an American company called Starwood Worldwide. This training is replicated in 9 major hotel chains around the world, including the Westin, the Sheraton and the Meridian. All employees receive "soft skills" about the philosophy and approach to service, and "hard skills" which are role specific. The modules have intriguing titles such as

- What's my style
- Emotional Connections
- Enriching experience
- Human truths (every one needs to be understood, feel special, belong, be in control, reach their potential)
- Everything communicates

The managers have additional specialized modules designed to build a culture of "performance, trust and credibility, collaboration and accountability".

The training I witnessed was very interactive and the Trainer has superb English. He has an MBA in Human Relations, has 24 years worldwide experience in hotels and can speak many languages. He has trained 51 Departmental trainers for the Westin. All are sent to America at some stage to receive further training. All materials are customized and provided by Starwood. It costs the hotel US \$10 for each day of training for each participant. There are 12 modules in the basic culture programme.

4.3.2.3 Banks

There is considerable variation in English Language courses provided to staff working in banks, from one-month full immersion courses, to three hours, to no training at all.

This diversity is illustrated by the following examples:

Hong Kong and Shanghai Banking Corp. Ltd

The British Council delivers training on site. The courses are bank specific focusing on speaking skills for customer service staff and business writing and correspondence skills for others.

NCC Bank Ltd

Training for EL occurs at their own NCC Training Institute. They offer several types of courses suited to the various roles staff have. English language is only offered to those who work in the international

trade division. About 50 are trained in EL a year and courses vary from 1 month for the foundation course to 2 days. Three hour evening refresher course are provided according to assessed needs. Training is offered in both Dhaka and Chittagong. The tutors are from other institutes such as the British Council, BIBM (Bangladesh Institute of Bank Management) or Universities.

The Trust Bank Ltd

Employees are provided with EL training in their in-house academy. There are a variety of modules to meet different needs including a 7 day preliminary course, and advanced 12- or 15-day immersion courses. The courses are vocationally oriented with speaking courses for customer service staff and business/correspondence writing courses for others. About 35 employees are trained in EL per year. Trainers are selected from BIBM (Bangladesh Institute of Bank Management) or alternatively tutors who have recognized university qualifications in English.

The National Bank

The National Bank has its own training Institute. New staff are given a basic English Language training course of 2 x one and a half hours i.e. three hours in total. There is an advanced course of eleven full working days for those who need more English for specific positions. Tutors come from the British Council and the training is based on ILETS.

Other banks provide no EL training, choosing to employ staff who already have good EL skills in areas where this is required. Contacted banks in this category included Premier Bank Ltd, Habib Bank, IFIC Bank, Woori Bank, National Bank of Pakistan.

4.3.2.4 GrameenPhone

This organisation provides substantive EL training for staff. The target group consists of employees who have English language training identified as a developmental need by the PMP (Performance Management Process). In addition, in response to business needs, participants who are not part of PMP may also be selected, subject to their supervisor's advice. Employees from all regions of Bangladesh are covered, and the number of participants per course ranges from 18 to 24.

English Language Training is offered by British Council and organized in-house or at a BC facility; some courses are on-going (32 hours or of 2 months duration) and others are 2 days (16 hours). Mostly they are ongoing programmes; however for specific programmes such as Business Correspondence Course, training is a single workshop. Most individuals receive training at last once a year, depending on business and personal needs.

The trainers are teachers from the British Council or IELTS examiners and all have Certificates in English Language Teaching to Adults (CELTA).

The training programmes focus on general English (reading, writing, speaking, listening and grammar), business English (business skills in writing and speaking for the modern business world) and business correspondence skills. Participants receive workbooks for business/general English language courses, and course handouts for the 2 days training programmes. The sessions are interactive using audio-visual materials, English language software, TV, tape recorders and VCR.

An evaluation form is distributed at the end of training programmes to assess the participants' satisfaction level and obtain feedback on the overall quality of the programme. In addition, for ongoing programmes, British Council closely monitors progress of the participants and accordingly Progress Reports are sent twice during the term of the programme.

5. List of Abbreviations

AUEO - Assistant Upazila Education Officer
B.Ed. - Bachelor of Education (Teaching degree)
BGMEA - Bangladesh Garments Manufacturers and Exporters Association
BIAM - Bangladesh Institute for Administration and Management
BIFT - Bangladesh Institute of Fashion and Technology
BOU - Bangladesh Open University
BRAC - Bangladesh Rural Advancement Committee
CCE - Centre for Communication in English
CELTA - Cambridge Certificate in English language Teaching to Adults
CSRП - Complementary Sector Reform Programme
DFID - Department for International Development
EIA - English in Action
ELTIP - English Language Teaching Improvement Programme
FIVDB - Friends in Village Development Bangladesh
GoB - The Government of Bangladesh
IELTS - International English Language Testing System
MOE - Ministry of Education
MOPME - Ministry of Primary and Mass Education
NGO - Non-Government Organization
NU - National University
OICIUT - Organisation of Islamic Conference Islamic University of Technology
PACE - Post Primary, Basic and Continuing Education (BRAC)
PEPD II - Second Primary Education Development Programme
PTI - Primary Training Institute
TESL - Teaching English as a Second Language
TQI - Teaching Quality Improvement in Secondary Education Project
TTC - Teachers Training College
UCEP - Underprivileged Children's Education Programme
UEO - Upazila Education Officer
UNICEF - The United Nations Children's Fund
URC - Upazila Resource Centre

6. Appendices

Appendix 1: Training and Materials Audit for English in Action

Name of your Organisation:

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

A	ENGLISH LANGUAGE TRAINING
1	Who do you train: that is who are your target groups?
2	How do you select participants for your training?
3	How many teachers/participants do you train at a time?
4	How often in a one year period do you offer training?
5	Describe the pattern of training e.g. single workshop, on-going workshops.
6	Do you provide on-going in-school support/capacity building for your trainers? Explain briefly.
7	What is the duration of the training workshops and where are they held? (e.g. your own institutions/TTC/PTI/URC/other)?
8	What is the coverage (i.e. districts) of your training?
9	What are the specific contents of your training programme?
10	Describe briefly the methodology used in your training programme.
11	What monitoring and evaluation processes do you have in place for your training interventions?
12	What is your observation in relation to the effectiveness/impact of your training interventions?
B	TRAINERS
1	Who are your trainers? (i.e. good teachers, supervisors etc.)
2	What are their qualifications?
3	How many trainers do you have in your organisation?
4	Who trains the trainers?
5	How long is their training period?
6	How do you link your training your training GoB curriculum, competencies and textbooks?
7	What kind of practical challenges their trainers face when organizing/facilitating/managing such training interventions?

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? : <ul style="list-style-type: none"> • Stationery and other equipment • Supplementary reading materials • Games and activities • Assessment materials • Outline lesson plans • Any other? (Please specify)
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, radios 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.

English in Action
Framework of questions for interviews with
providers of English for Adults

Organisation:

Role of person interviewed:

We would appreciate you answering the following questions in relation to English training and materials used in your programmes for teaching English to adults

A	ENGLISH LANGUAGE TRAINING
1	Who do you train: that is who are your target groups?
2	How do you select participants for your training
3	How many participants do you train at a time? How many participants would you train in a year?
4	How often in a one year period do you offer training?
5	Describe the pattern of training e.g. single workshop, on-going workshop
6	What is the duration of the training workshops and where are they held? (e.g. your own institutions/TTC/PTI/URC/other)?
7	What is the coverage (i.e. districts) of your training?
8	What are the specific contents of your training programme?
9	What monitoring and evaluation processes do you have in place for your training interventions
10	What is your observation in relation to the effectiveness/impact of your training interventions?
11	Describe briefly the methodology used in your training programme
B	TRAINERS
1	Who are your trainers? (i.e. teachers, fluent adult speakers, supervisors etc.)
2	What are their qualifications?
3	How many trainers do you have in your organisation?
4	Who trains the trainers?
5	How long is their training period?
6	What kind of practical challenges their trainers face when organizing facilitating or managing the training?

C	MATERIALS FOR TRAINING AND TEACHING ENGLISH
1	Are any materials provided for the participants to take away from the training? (e.g. English language manual, dictionary?)
2	Is the training manual/handbook/module an interactive document i.e. do teachers have to write in it, answer questions, keep a log etc
3	Do you have a Trainer's manual?
4	Who developed your trainer and teacher training manuals and supplementary materials?
5	How much use do you currently make of ICT, SMART phones, MP3 players Radio, TV any other AV materials?
6	How useful do you believe any of these technologies are/would be to you in making your teaching more effective?
7	Do you see any barriers to the use of using these technologies in your teaching? Explain
8	What are the major challenges you face while using ICT in the training? Could the teachers you train implement the use of ICT in their classrooms?
9	What is your observation in relation to the effectiveness/impact of your training materials?

Appendix 2: 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 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	Shahamin S. Zaman, Head of Research, M&E
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	Marc van der Stouwe
	LUNCH	

Appendix 4: Meetings/Interviews with teacher trainers and other adult providers of English Language

English Language teacher training providers: Primary school sector (all NGOs)

FIVDB

BRAC Primary

UNICEF

UCEP

BOU Open school

D.Net

Plan Bangladesh

English Medium - Scholastica

English Language teacher training providers: Secondary school sector

TQI (GoB funded)

ELTIP III (NGO)

CSRP (NGO)

BRAC - PACE (NGO)

Universities

Open University

National University

BRAC University Centre for Languages

Shantomariam University of Creative Technology

Organisation of Islamic Conference Islamic University of Technology (OICIUT)

BIAM

British Council General Courses

British Council new Primary Teacher Education Programme

Private providers - Coaching Centres

CCE (Centre for Communication in English)

Zia's Language Centre

Garment Manufacturers

BGMEA-BIFT (Bangladesh Garment Manufacturing Export Association)

Bangladesh Institute of Fashion and Technology)

Buying House - New Wave Group

Hospitality Industry

NHTTI (National Hotels and Tourism Training Institution)

Radisson Hotel

Westin Hotel

Banks

Hong Kong and Shanghai Banking Corp. Ltd.

NCC Bank

The Trust Bank Ltd.

The National Bank

Premier Bank Ltd.

Habib Bank

IFIC Bank

Woori Bank

National Bank of Pakistan

Grameen Phone

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 :



Partners :



The Open University



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