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

Large-scale quantitative Study 2a2
(follow-up to Study 2a, 2010)

RESEARCH REPORT

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

Executive Summary

The purpose of this study (Study 2a2) was to ascertain whether changes in the classroom practice of teachers and students participating in English in Action (EIA) had been sustained over the period of the pilot school interventions. As far as possible, the results of this study were compared to: i) those observed in a baseline study of a sample of schools prior to the interventions (Baseline Study 3, EIA 2009 a & b), as well as ii) Study 2a (EIA 2011a) on the classroom practices of primary and secondary school teachers participating in EIA, undertaken in June 2010, four months after the launch of the interventions. Like Study 2a, this follow-up investigation was a large-scale quantitative observation of teaching and language practices among teachers and students participating in the EIA primary and secondary programmes. A feature of any improved English language teaching is an increase in the amount of student talk in lessons, as well as an increase in the use of the target language by both teachers and students. Thus, this study focused upon the use of English by teachers and students, the extent of teacher and student talk time, the nature of the teacher talk, as well as the nature of the activities that students took part in. A total of 324 teachers were observed for this repeat study: 195 primary and 129 secondary teachers.

a) Primary findings

The data from primary classroom observations suggest that when primary teachers were talking, they used English the majority of the time (72%). The teachers were involving students in interactive activities for much of that time: teachers were asking questions 27% of the time, organising 22% of the time, giving feedback 11% of the time, and presenting 40% of the time.

While there was an increase in teacher presenting and a decrease in giving feedback between Study 2a (conducted in 2010) and Study 2a2 (conducted in 2011), the results of these studies taken together indicate a trend showing that:

a) Teachers are using the target language (i.e. English) to communicate with students for the majority of the lesson;

b) While teachers are still presenting during a large proportion of the lesson (23–45% of the time), they are using English to organise the lesson and are engaging with students through feedback and involving them in the lesson through questioning.

These findings mark a significant change from the classroom practices observed in Baseline Study 3 (EIA 2009a & b), where only 27% of teachers spoke in English more than they did in Bangla, and where teachers tended to read from the textbook and speak in Bangla more than in English (i.e. in 67% of the lesson).

When primary students were talking, they also used English the large majority of the time (81%), as they did in the 2010 study. Moreover, students seemed to be engaged in the lessons observed: much of

the time they were speaking in chorus (53%); 38% of the time they were talking on their own; 5% of the time they were taking part in activities in which they were speaking in pairs; and 4% of the time they were speaking in groups. The 2011 study found that since the 2010 study there has been a decrease in pair and group work and an increase in students speaking in chorus. The increase in choral activity may indicate a positive trend, as this technique is particularly appropriate for young learners and large classes. The decrease in pair and group work, however, is disappointing and surprising, as this result contrasts with the findings of Study 2a (EIA 2011a) and Study 2b practice (EIA 2011b, c & d). Despite this, the results of Study 2a2 show a relatively wide range of activities that allow for both teacher–student and student–student interaction and mark a significant change from Baseline Study 3 (EIA 2009a & b), which identified few occasions when individual students or groups were encouraged to speak in English (2–4% of the lesson time) and which showed that, in most classes, students were not interactive at all.

b) Secondary findings

The data from secondary classroom observations show that the overall percentage of teacher talk time took up 50% of the lesson, while the overall percentage of student talk time was 24%. When secondary teachers were talking, they used English the large majority of the time (79%). Here too the findings suggest a significant emphasis on communication and interaction in the classroom. When teachers were talking, the data suggest that for much of the time the teachers were involving students in communicative activities: they were asking questions 23% of the time, organising 22% of the time, giving feedback 10% of the time, and presenting 45% of the time. As with the primary lessons, there was an increase in teacher presenting and a decrease in giving feedback between the 2010 and 2011 studies.

The results of 2010 Study 2a and 2011 Study 2a2 indicate a trend showing that:

a) Teachers are using the target language (i.e. English) to communicate with students for the majority of the lesson.

b) Students are talking for almost a quarter of the lesson time, which is a significant achievement for the EIA teachers, and it compares favourably with data from other parts of the world (e.g. Flanders 1970), but in particular indicates a change for teachers in Bangladesh (comparing this with the baseline data [EIA 2009a & b]).

c) While teachers are still presenting during a large proportion of the lesson (30–45% of the time), they are using English to organise the lesson and are engaging with students through feedback and involving them in the lesson through questioning.

These findings mark a significant change from the teacher classroom practices observed in Baseline Study 3 (EIA 2009a & b), where only 27% of teachers spoke in English more than they did in Bangla, and where teachers tended to read from the textbook and speak in Bangla more than in English (i.e. in 67% of the lesson).

When secondary students were talking, they also used English the large majority of the time (85%) (a similar finding to the 2010 study). When students were talking, a large amount of the time (50%) they were talking on their own, but they were also frequently engaged in both pair work (15% of the time), group work (13%) and speaking in chorus (23%). There has been an increase in the amount of chorusing and a decrease in the amount of pair and group work since the 2010 study. This decrease may

be attributable to the time of year when the observations were undertaken. This hypothesis gets some support from the findings of the practice study (EIA 2011b, c & d), which showed that three-quarters of the lessons observed contained pair or group work.

Secondary students were engaged in listening activities for 3% of the time, in reading activities for 4% of the time and in writing activities for 9% of the time, giving similar results to the 2010 study.

Taken together, the results of 2010 Study 2a and 2011 Study 2a2 indicate a trend showing that:

a) Students are using the target language (i.e. English) for a majority of the time that they are speaking during a lesson. This marks a significant change in the classroom practices observed in Baseline Study 3 (EIA 2009a & b), where only a small proportion of students spoke in English during a lesson.

b) While there is a relatively high number of activities that only require a response from one student, there is also a large amount of pair and group work going on.

The fact that students are often engaged in activities in which they interact with their classmates marks a significant change from the baseline study (EIA 2009a & b), which identified few occasions when individual students or groups were encouraged to speak in English (2–4% of the lesson time) and which showed that, in most classes, students were not interactive at all. The fact that students are speaking for a greater proportion of the lesson than in the baseline study (EIA 2009a & b), and doing so in English, means that they are able to be more communicative, even if that is speaking individually or in chorus.

c) Overall findings

Taken together, and in comparison with Baseline Study 3 (EIA 2009a & b), the 2010 Study 2a and the 2011 Study 2a2 indicate significant and sustained changes in classroom practices of both primary and secondary teachers as well as in the amount of English language used. In Baseline Study 3 (EIA 2009a & b), teachers were observed to be primarily reading from the textbook, rarely involving students in activities, and in two-thirds of the lessons speaking English less than Bangla. Furthermore, the students spoke in English during a lesson or had opportunities to participate actively in discussion or to answer questions in only a small proportion of lessons observed.

There are some differences in the findings of the 2010 and 2011 studies. Most significantly, there was an increase in teacher presenting in 2011, with a decrease in giving feedback. There was also a decrease in the number of activities that involved pair and group work in 2011, with an increase in students speaking in chorus and in pairs.

d) Recommendations

With these findings in mind, the following recommendations should be considered in order to further support and sustain the changes being observed in the classroom.

- As teachers and students are clearly using English for the majority of the lesson, the focus of the EIA pilot school interventions should shift from supporting an increase in English use to supporting an increase in the quality of interactions in English (as was also shown in Study 2b practice; EIA 2011b, c & d).

- The fact that teachers are asking more questions, organising and giving more feedback is an indication that they are attempting to implement more communicative practices in their teaching. However, further support in this area is needed surely, as teachers are still presenting for a large proportion of the lesson time, and were found to be presenting more in 2011 than in 2010.
- Similarly, while Study 2a2 indicates that students are involved in more interactive activities than in Baseline Study 3 (EIA 2009a & b), this improvement needs to be reinforced, as there was a decrease in pair and group work between the 2010 and 2011 studies. Further implementation of pair and group work among both primary and secondary teachers should be encouraged, with a focus on the pedagogical value of such activities. The implementation of increased communicative choral work should be supported.

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1. Introduction

The purpose of this study (Study 2a2) was to ascertain whether changes in the classroom practice of teachers and students participating in English in Action (EIA) had been sustained over the period of the pilot school interventions. As far as possible, the results of this study were compared to: i) those observed in a baseline study of a sample of schools prior to the interventions (Baseline Study 3, EIA 2009a & b), as well as: ii) Study 2a (EIA 2011a) on the classroom practices of primary and secondary school teachers participating in EIA, undertaken in June 2010, four months after the launch of the interventions. Like Study 2a, the follow-up investigation reported here was a large-scale quantitative observation of teaching and language practices among teachers and students participating in the EIA primary and secondary programmes. A feature of improved English language teaching is an increase in the amount of student talk in lessons, as well as an increase in the use of the target language by both teachers and students. Thus, this study focused upon the use of English by teachers and students, the extent of teacher and student talk time, the nature of the teacher talk, and the nature of the activities that students took part in.

Compared to the baseline, the 2010 Study 2a showed improved amounts of English used by teachers and students, and more focus on activities that encourage communication and interaction in the classroom.

As with the initial 2010 2a study, this follow-up study considered:

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

In assessing elements, the 2a2 study addressed in particular the following issue:

- Has the change in classroom practice of teachers observed in the 2010 Study 2a been maintained as a result of teachers' participation in EIA?

This study is mandated in the EIA logframe as follows:

Table 1: Outputs 1 & 3, indicator 2 – practice[1]

Indicator	Baseline 2008/9	Milestone 2011	Milestone 2014	Target 2016/17
Practice: the numbers of teachers evidencing Communicative Language Teaching (CLT) approaches in their classroom practice.	Limited student talk in a lesson and low percentage of that talk in English.	% student talk in a lesson: 20% % of that student talk in English: 50%	% student talk of EIA new cohort in a lesson: 20% % of that student talk in English: 60%	% student talk of EIA new cohort in a lesson: 20% % of that student talk in English: 70%

(Source: EIA 2011e)

Studies 2a and 2a2 were both designed to follow on from Baseline Study 3 – *An Observation Study of English Lessons in Primary and Secondary Schools in Bangladesh* (EIA 2009a & b). This baseline study provided an indication of the types of activity that happen in English classes in Bangladesh. Conducted in 2009, it was based on a total of 252 classroom observations (162 from secondary classes and 90 from primary classes). Regarding interactivity and language use, Baseline Study 3 (EIA 2009a & b) concluded the following.

- The pedagogic approach adopted in most lessons observed did not encourage a communicative approach to learning English. Teachers tended to read from the textbook, ask closed questions or move around the classroom monitoring and facilitating students as they worked individually. All other pedagogic activities were observed in less than 10% of classes.
- In two-thirds of the English lessons (67%), the teacher spoke in English less than in Bangla, while 27% of teachers spoke in English more than in Bangla. Only infrequently did teachers explain something in English (from 0–5% at any of the times sampled).
- Only a small proportion of students spoke in English during a lesson. In two-thirds of the classes observed (68%) 'none or hardly any' spoke in English, while in 23% of classes only 'some' (<50%) had an opportunity to do so. There were only a few occasions when individual students or groups were encouraged to speak in English (2–4% of classes at any of the times sampled).
- In two-thirds of classes, less than half of the students had opportunities to participate actively in discussion or to answer questions. In most classes students were not interactive at all. The students only participated by answering the questions asked by the teacher.

[1] *Note that this is part of the revised logframe agreed after the EIA Annual Review in 2011 and is more specific than the one that was in place at the time of the studies reported here. The original stated, for example, for Milestone 1: '200 primary teachers whose classroom practices evidence pupils participating in communication in English', whereas the revised version gives specific percentages of talk in English in a lesson.*

2. Methodology

As with the 2010 study (Study 2a), this study was a large-scale quantitative survey of teacher and language practices among teachers and students participating in both the EIA primary and secondary programmes. Fieldwork for the study took place in February 2011 in primary classrooms and June 2011 in secondary classrooms.

2.1 The instrument

The instrument used in this study was an observation schedule (see Appendices 1 & 2); a slightly revised (but directly comparable) version of the one used in Study 2a (see Appendix 3). It was designed to capture what teachers and students were doing at one-minute intervals during the lesson (instantaneous sampling, i.e. recording behaviour at that moment) and which language was being used. It was designed in reference to other instruments that measure classroom interaction and the features of communicative language teaching (e.g. Malamah-Thomas 1987, Spada 1990). At each minute of a lesson, the instrument enabled the following information to be recorded:

1. Whether the teacher or student(s) were speaking (in one of the columns under either 'Teacher is speaking' or 'Students are speaking').
2. Whether the students were carrying out an activity (in one of the columns under 'Students are').
3. Whether visual materials were being used (in the 'visual materials' column).
4. Whether another classroom activity was taking place which did not feature under 'Teacher is speaking, 'Students are speaking' or 'Students are' columns (i.e. in the 'Other activity' column).

The instrument did not require an expert understanding of communicative language teaching (CLT) practices, but did require some training to recognise the various classroom activities (presenting, organising, asking questions, giving feedback).

The 2a2 primary observation schedule (Appendix 1) was a slightly revised version of the 2a (2010) instrument a column was added to measure the use of EIA materials, such as flashcards, posters and figurines. Due to problems arising from double coding (see subsections 2.7 and 2.8), the observation schedule was revised again before the June data collection in secondary classrooms (see Appendix 2).

2.2 The sample

A total of 600 government school teachers participated in the EIA programme during the pilot stage of the project (2010–2011): 400 primary teachers (from approximately 200 schools – two teachers per school), and 200 secondary teachers (from approximately 100 schools – two teachers per school). This study was designed to reach 49% of primary teachers and 65% of secondary teachers, which provided samples sufficiently large to enable statistically valid comparisons to be made between the 2010 and 2011 data.

A total of 324 teachers were observed for this repeat study – 195 primary and 129 secondary teachers, therefore reaching the proportion of teachers the study was designed to reach. Stratified random sampling was applied in selecting the teachers for observation. The six districts that EIA is active in (Dhaka, Chittagong, Rajshahi, Barisal, Khulna and Sylhet) were used as the six strata. Teachers were selected from each stratum, following the proportions in the total list of teachers participating in EIA. This was done to ensure the statistical validity of comparison made with the previous study, Study 2a.

The sample used in this study was equivalent to that in Study 2a, though the teachers observed were different. In a few cases, there were sampled teachers who could not be observed, as they had transferred to other schools or had left their job since the time they were chosen as part of the sample. This meant that the observers selected other teachers from that school or from that area for observation, thus maintaining the integrity of the sample.

2.3 Training of the researchers

Unlike Study 2a, where the data were collected by EIA teacher facilitators (TFs), the observations for this study were carried out by 15 researchers from the Institute of Education and Research (IER) at the University of Dhaka. The IER researchers were selected to undertake the observations because:

a) the TFs had other demands and priorities on their time;

b) the TFs had faced problems in collecting the data for Study 2a due to their lack of experience with this type of research activity;

c) the researchers had gained skills in classroom observation and knowledge about the EIA pilot school interventions through participation in other studies (such as Study 2b practice [EIA 2011b, c & d]). Further opportunities for skills development in this area were deemed to be desirable.

By changing the personnel undertaking the observations to the IER researchers, it was envisaged that the reliability of data collection and coding for this study would be improved.

The IER researchers were provided with two separate training sessions for Study 2a2: one in February 2011 (two days) to prepare for primary classroom observations, and one in June 2011 (one day) for the secondary classroom observations. The first training session was undertaken by two members of the EIA/OU research team; the second was undertaken by four members of the team.

In the February 2011 training session, the first day was spent introducing the researchers to the study and briefing them on the observation instrument (Appendix 1). Thorough explanations and instructions (Appendix 4) on completing the instrument were provided, with examples. The researchers then undertook a practice session using a pre-recorded video of an EIA intervention classroom, whereby they completed the observation schedule and discussed their results. They noted points of agreement and disagreement and any issues which occurred whilst filling in the instrument. These issues were resolved through discussion with the training facilitators. The researchers then undertook a further round of video observation to reinforce their skills in using the instrument. The second day involved the researchers visiting schools to practice using the instrument in an actual classroom. Each researcher conducted two observations of classrooms where English was being taught. A debriefing session was then held in which they reflected on their data and experience of using the instrument.

The June 2011 training session was a top-up of the February training session and involved the researchers discussing their experience of the primary 2a2 data collection and the issue of double coding (see subsections 2.7 and 2.8). They were provided with an amended instrument (Appendix 2) and guidance material (Appendices 5 & 6).

2.4 Undertaking the research

As noted earlier, the research was undertaken by the IER researchers in primary classrooms during February 2011 and in secondary classrooms during June 2011. (Secondary observations could not be conducted during February 2011 because of examinations.)

Before going into the field in February and June, the IER researchers were provided with a list of teachers to observe in their designated geographical locations. The duration of the classes observed varied from 30 to 50 minutes. The IER researchers negotiated access to schools with assistance from the TFs.

2.5 Ethical issues

As part of the normal ethical procedures adhered to by EIA, prior permission was obtained from the head teacher, the teacher and the students. Each teacher was again asked for their verbal consent to be involved in the study at the time of the observation. All information within the EIA project is held under strict confidentiality and all teachers and students observed are anonymous in this report.

2.6 Data entry, storage and management

The data were entered by the IER researchers in to a predesigned PASW database from the paper instruments the evening after the data had been collected. The 15 separate SPSS databases were then collated into one dataset. Random checks were carried out to identify potential miscoding and errors. Double coding in the primary data (see subsections 2.7 and 2.8) was uncovered during these checks.

2.7 Data analysis

The data analysis involved mostly descriptive statistics, frequencies and averages to measure teacher and student talk time and other activities in the classroom. In order to ensure the rigorousness of the analysis, the data were analysed independently by two highly-qualified statisticians.

As mentioned above, double coding occurred during the primary classroom observations. During the analysis, these data were treated as missing data (see subsection 2.8). The secondary school observations did not suffer from this issue, as the IER researchers were given top-up training in June before entering secondary schools to collect data.

2.8 Limitations

Despite the thorough training of IER researchers for this follow-up study, an issue arose in the data collection process. During the observations in primary schools (February 2011), there were several instances of double coding in a single row of the observation schedule. Sometimes more than one activity was recorded in the 'Teacher is speaking' and 'Students are speaking' columns of the schedule, when only one of these activities should have been recorded. This happened because of the high degree of simultaneous/overlapping talk by teachers and students. As a result, some of the data collected for the primary part of the study cannot be directly compared to Study 2a (EIA 2011a). This issue was resolved for the 2a2 observations in secondary schools (as noted above). The observation schedule (Appendix 2) and guidance (Appendices 5 & 6) were adjusted to clarify to the researchers how and when to record observations and what to record.

Furthermore, as with all cases of classroom observation, the presence of the observer is likely to have had an effect on both the teacher and the students being observed. As such, teachers who were being observed may have felt an obligation to 'perform' the types of activities that are a focus of the interventions.

3. Findings

3.1 Primary

Teachers talking vs. students talking

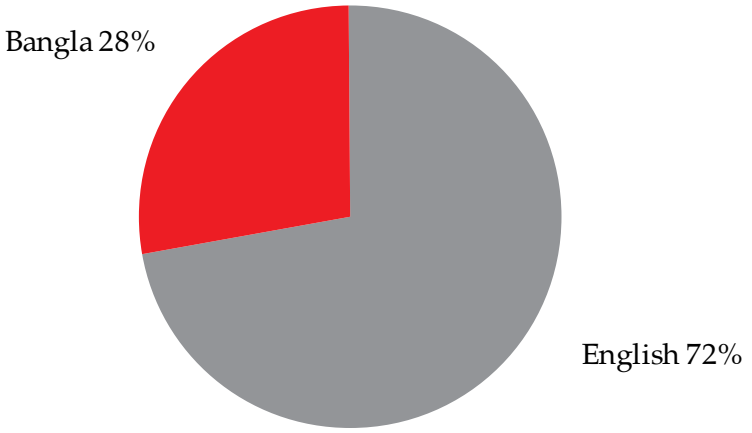
Because of the issue with double coding in the primary classroom observations, it was not possible to estimate the percentage of teacher versus student talk time in the lesson. However, since the results of 2010 Study 2a produced very similar results for primary and secondary, the percentage of the lesson taken up by teacher talk is likely to lie somewhere between what it was in the 2010 (2a) study of primary classrooms (i.e. 34%) and what it was in the 2011 (2a2) study of secondary classrooms (49.6%). Similarly, the average percentage of student talk time is likely to be similar to what it was in the 2010 (2a) observations of primary classrooms (27.1%) and what was found in the 2011 (2a2) study of secondary classrooms (23.8%). This means that it is possible to cautiously conclude that primary student talk time is likely to have been maintained at around a quarter of lesson time.

3.1.1 Primary teachers

Teachers talking: English vs. Bangla

When teachers are talking, the data show that, as in Study 2a, they are using significantly more English than Bangla in their classrooms than was evident in the baseline study (EIA 2009a & b). On average, they were using English 71.9% of the time compared to using Bangla 28.1% of the time (see Figure 1; note that all figures quoted are rounded-off percentages[2]). These figures are equivalent to those found in Study 2a (71.2% and 28.8% respectively), and the difference between the findings of the 2010 and 2011 studies was not significant ($p>0.05$). These findings show that the trend of teachers using a large amount of English in their classrooms has been sustained.

Figure 1: Language used by teachers (primary)



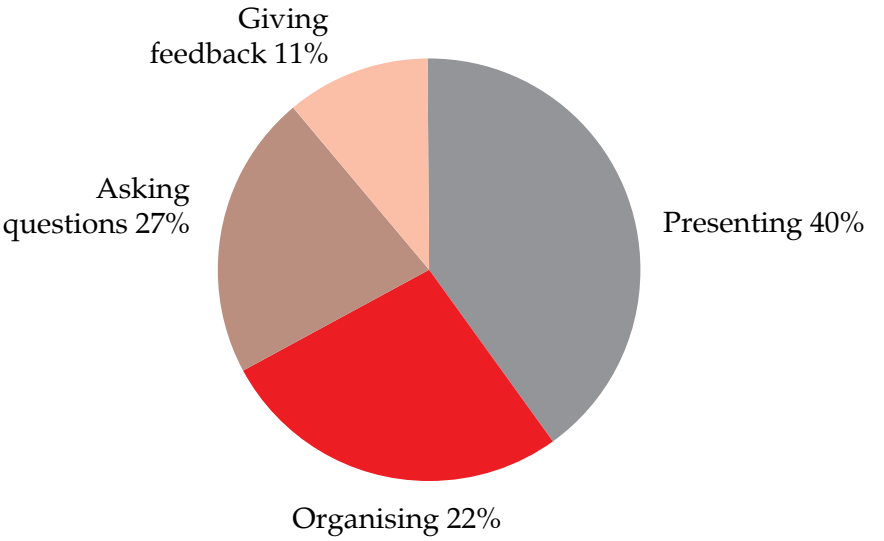
[2] *Unless otherwise stated, the differences between categories (e.g. English and Bangla spoken) that are quoted are all statistically significant (and hence it is valid to quote these differences)*

Types of teacher talk

When teachers were talking, they were presenting 39.9% of the time, asking questions 27.3% of the time, organising 21.9% of the time and giving feedback 10.8% of the time (see Figure 2). The relatively high percentage of time spent asking questions, organising and giving feedback seems to indicate that teachers are making great efforts to involve students in their English lessons.

As can been seen in Table 2, the findings from Study 2a and Study 2a2 differ in that there was a notable and unexpected increase in teacher presenting in Study 2a2 and a decrease in giving feedback.

Figure 2: Types of teacher talk (primary)



It should be noted that there was a high number of 'Other' activities reported in Study 2a, which was not the case in Study 2a2 (see Table 6). It could be that such activities – which might include taking the register or undertaking other administrative classroom duties – were coded as 'Presenting' in the follow-up study.[3] It may also be that there was, in fact, an increase in teacher presenting. Different lessons require different teaching techniques and also different skills are emphasised during various times in the curriculum, so there will be some divergence depending on the lessons observed and the specific time of year of the observations. In any case, the findings from Study 2a and Study 2a2, taken together, reflect a notable decrease in teacher presenting from Baseline Study 3. However, as the results of the Study 2b practice (EIA 2011b, c & d) also show, teacher presenting may be evidence of a traditional approach, and reflect a need for further support in the introduction of student-focused activity.

Table 2: Comparing teacher activity: Study 2a2 and Study 2a

Teacher activity	Study 2a2 (2011)	Study 2a (2010)
Presenting	39.9%	23.1%
Asking questions	27.3%	28.1%
Organising	21.9%	27.1%
Giving feedback	10.8%	19%

[3] *It is equally likely that the better training reduced the amount of doubt in the minds of the observers, resulting in less use of the 'Other' code.*

For each type of teacher talk, the percentage of English and Bangla used was calculated. In each of the categories, English was used for the majority of the time (see Table 3). The results from Study 2a are given as a comparison. In the 2011 study (2a2), in every case there was an increase in the percentage of English used by teachers.

Table 3: Types of teacher talk: English vs. Bangla (primary)

	Study 2a2 (2011)		Study 2a (2010)[4]	
Teacher activity	**% English**	**% Bangla**	**% English**	**% Bangla**
Presenting	71.2%	28.8%	66.0%	24.2%
Asking questions	72.4%	27.6%	69.1%	22.4%
Organising	65.6%	34.4%	54.5%	32.7%
Giving feedback	83.3%	16.7%	68.3%	24.4%

The overall percentages of each activity (presenting, organising, etc.) shown in Table 3 are explained below, along with illustrations of the nature of these activities, some taken from the qualitative observation of classrooms, where a more elaborate analysis can be found (EIA 2011c).

Presenting

40% of the time, when teachers were talking or reading, they were presenting material. 71.2% of that time (i.e. of the 40%) the teacher was presenting in English.

The following box explains what is meant by 'presenting':

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

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

Organising

22% of the time when teachers were talking, they were organising. 65.6% of that time (i.e. of the 22%) the teacher was organising in English.

[4] *The 2010 percentages of English and Bangla do not add up to 100% (horizontally) because of mixed use of English and Bangla.*

The following box explains what is meant by 'organising':

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

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

Giving feedback

11% of the time when teachers were talking, they were giving feedback. 83.3% of that time (i.e. of the 11%) the teacher was giving feedback in English.

Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate. The following box explains what is meant by 'giving feedback' (taken from EIA 2011c):

The teacher is responding to something students have said or done, and evaluating or commenting on it, by confirming it is correct, or implying that it is, through repetition. Examples include:

- *T: What is this? (indicating the window)*
  S: This is a window.
  T: Right answer. Everybody clap.
- *S: I have closed my umbrella.*
  T: I have closed my umbrella. This kind of sentence you can make this way.
- *T: Tulika, what is this? (T is showing some flowers.)*
  Tulika: This is red.
  T: This is not a red. Its colour is red.

Very occasionally the teacher may explain an error:

- *T: Good afternoon class.*
  Ss: Good morning sir.
  T: If someone says 'good afternoon', you will also say 'good afternoon'.

Asking questions

27% of the time when teachers were talking, they were asking questions. 72.4% of that time (i.e. of the 27%) the teacher was asking questions in English.

Questioning is the principal means by which teachers control classroom interaction. The following box explains what is meant by 'asking questions'. Questions are usually closed, but occasionally open (EIA 2011c):

> The teacher is asking questions or eliciting information. Students are expected to respond verbally (as opposed to organising, when the students respond non-verbally). Examples include:
>
> - *Teacher (drawing a picture on the board): What is this?*
>   *Ss: A leaf.*
>   *T: What colour is it?*
> - *T (pointing to a poster): Is this a television?*
>   *Ss: No, it is not a television.*
> - *T (to a particular student): Tumi boltey parba jinish gulor nam? (Could you name the things in the picture?)*
>   *S: Window, bookshelf, lamp.*

Summary of changes in primary teacher practices

The findings reported here differ slightly from those found in the 2010 study (2a). As the quality of the observers used for this study was better than those used for Study 2a, the data generated may provide a more reliable picture of classroom activity. The results of both studies indicate a trend showing that:

a) Teachers are using the target language (i.e. English) to communicate with students for the majority of the lesson, and that the proportions of English spoken in both the 2010 and 2011 studies are almost identical (with any differences being insignificant).

b) Teachers are still presenting for a large proportion of the lesson (23–45% of the time). While moving away from this traditional practice requires additional support, there is evidence of communicative activity in the classroom as teachers are using English to organise the lesson, are engaging with students through feedback and are involving them in the lesson through questioning.

There are some differences between Study 2a2 and Study 2a, with data showing that not all changes have been sustained to the same extent. However, these findings mark a significant change from the classroom practices observed in Baseline Study 3 (EIA 2009a & b), where only 27% of teachers spoke in English more than they did in Bangla, and where teachers tended to read from the textbook and speak in Bangla more than in English (i.e. in 67% of the lesson).

3.1.2 Primary students

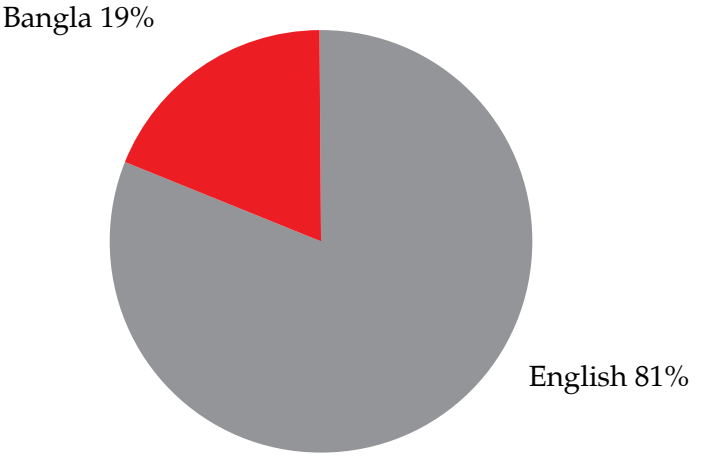
Although there were coding limitations that meant it is not possible to compare teacher and student talk, it is possible to examine the student talk and other activities themselves. Here the amount of English spoken is considered and then the context of this speaking (e.g. as individuals or in pairs) and the other activities that took place (e.g. reading and writing) are presented.

Students talking: English vs. Bangla

When primary students are talking, the data show that they are using much more English than Bangla in their classrooms: 81.2% of the time they were talking, this was in English (see Figure 3). These figures

are only slightly less than those found in Study 2a, where students were found to be using English 88% of the time they were talking. (This difference is significant; $p<0.05$.) While there is a slight decrease in the use of English between the 2010 study (2a) and the 2011 study (2a2), the percentage of English used is still very high, and marks a notable change from the results of Baseline Study 3, where students were found to be talking almost exclusively in Bangla.

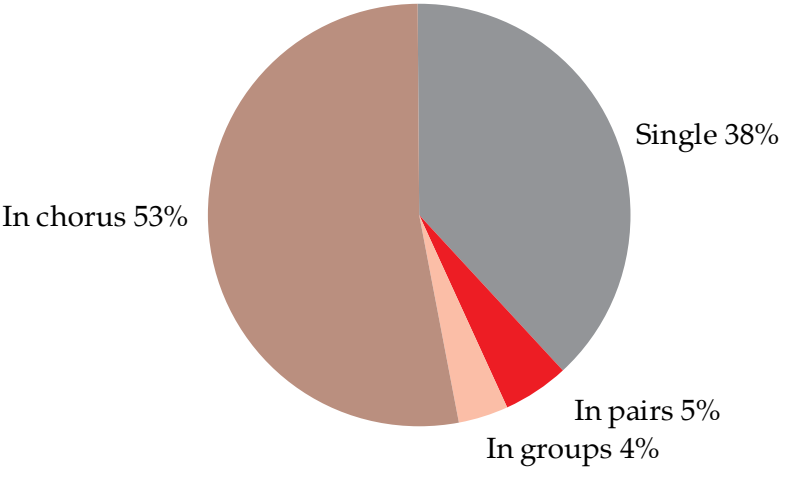
Figure 3: Language used by students (primary)



Types of classroom activities in which student talk occurred

When students were talking, 37.9% of the time they were talking on their own (e.g. responding to a teacher's question); 4.9% of the time they were taking part in activities in which they were speaking in pairs; 4.5% of the time they were speaking in groups; and 52.7% of the time they were speaking in chorus (see Figure 4). As in Study 2a, chorusing activities are the most popular in primary classes, followed by a single student talking on his or her own. As both pair work and group work featured to a certain extent, this seems to suggest an increase in interactive activities from the baseline study (EIA 2009a & b), where in most classes students were not interactive at all.

Figure 4: Types of student talk (primary)



As can be seen in Table 4, there are some notable differences in the findings from 2011 (2a2) and 2010 (2a); for example, there has been an increase in the amount of chorusing and a disappointing, and surprising, decrease in the amount of pair and group work. (In the 2b practice study (EIA 2011b, c & d), pair and group work were found in over three-quarters of the lessons observed, though the report cautions against relying on any quantitative judgements.) This decrease may be attributable to the fact that different lessons require different teaching techniques and that different skills are emphasised at various times in the curriculum. Therefore some divergence in activities is expected, depending on the lessons observed and the time of year of the observations. (This is a sampling issue with regard to the lessons of an individual teacher; as only one lesson is observed for a particular teacher, this is a limited sample of the range of lessons that can be observed.)

Table 4: Comparing types of student talk: Study 2a2 and Study 2a

Types of student talk	Study 2a2 (2011)	Study 2a (2010)
Single	37.9%	30.3%
In pairs	4.9%	13.6%
In groups	4.5%	15.6%
In chorus	52.7%	40.1%

For each type of student activity, the percentage of English and Bangla used was calculated. In each of the categories, English was used for a large majority of the time (see Table 5). The results from Study 2a are given again as a comparison.

Table 5: Student talk: English vs. Bangla (primary)

	Study 2a2 (2011)		Study 2a (2010)[5]	
Types of student talk	**% English**	**% Bangla**	**% English**	**% Bangla**
Single	74%	26%	80%	13%
In pairs	82%	18%	79%	11%
In groups	70%	30%	76%	14%
In chorus	87%	13%	85%	8%

The percentages of each activity (speaking on own, in pairs, etc.) presented in Table 5 are explained below, combined with Figure 4 data.

A student speaking on his or her own

37.9% of the time when students were speaking, one student was speaking on his/her own. The large majority of the time when a student was speaking on his/her own, he/she was doing so in English (74%).

[5] *As with the teacher talk, the percentages of English and Bangla do not add up to 100% because of use of mixed English and Bangla.*

Students speaking in pairs

When students were speaking, 4.9% of that time they were speaking in pairs. According to the valid data, the large majority of time when students were speaking in pairs, they were doing so in English (82%).

Students speaking in groups

When students were speaking, 4.5% of that time they were speaking in groups. The large majority of time when they were speaking in groups, they were doing so in English (70%).

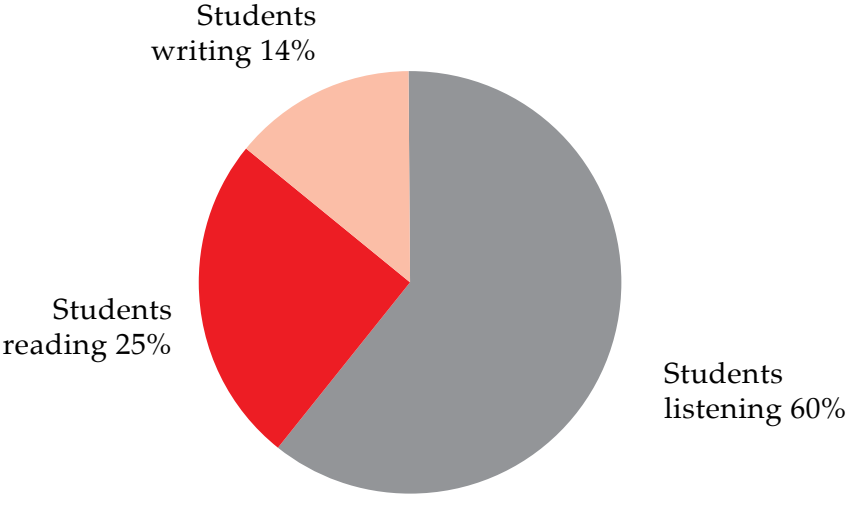
Students speaking in chorus

When students were speaking, 52.7% of that time they were speaking in chorus. The large majority of time when they were speaking in chorus, they were doing so in English (87%).

Student activity other than speaking

The limitations noted at the beginning of this subsection mean that it is not possible to see what these 'Other' activities are in terms of a proportion of the whole lesson, but it is possible to look at their relative amounts when compared to each other. Examining these 'Other' activities students engage in (Figure 5) shows that most of the time this is listening to audio material (from the audio player). It is not surprising that they spend much less time on reading and writing (compared to secondary) and these relative amounts correspond roughly to the proportions in the 2010 data (though they are not statistically directly comparable because of the coding issue noted earlier).

Figure 5: Other activities that students engage in



Summary of changes in primary student practices

The findings reported here differ slightly from those found in Study 2a (2010). As the quality of observers used for the study was better than those used for the 2010 study, the data may provide a more reliable picture of classroom activity (putting aside the specific double coding problem).

The results of the 2011 (2a2) study indicate that:

a) Students are using the target language (i.e. English) for a majority of the time that they are speaking during a lesson. This marks a notable change in the classroom practices observed in Baseline Study 3 (EIA 2009a & b), where only a small proportion of students spoke in English during a lesson.

b) While a relatively high number of activities were recorded that only require a response from one student, there is a notable amount of pair and group work, with more pair and group work recorded in Study 2a (2010) than in Study 2b practice (EIA 2011c). Students are also regularly engaged in chorusing activities, which might be attributed to the appropriateness of chorusing in language learning for young learners and the benefits of this technique in teaching large classes.

The fact that students are often engaged in activities in which they interact with their classmates marks a notable change from Baseline Study 3 (2009a & b), which identified few occasions when individual students or groups were encouraged to speak in English (2–4% of the lesson time) and which showed that in most classes students were not interactive at all.

In terms of the comparisons with the 2010 study (2a), the amount of English spoken by students has been maintained over the year, but the amount of individual and chorusing has increased, resulting in less pair and group work. This could be a reflection of the time of year when the observations were undertaken and that these differences reflect the different needs of the curriculum at different times of the year.

3.2 Secondary

Teachers talking vs. students talking

The results from the observations of secondary lessons enable us to compare the teacher and student talk in a way that was not possible for primary lessons. The average percentage of teacher talk time was 50% (see Figure 6), while the average percentage of student talk time was 23.8%. Students were engaged in listening activities for 3.0% of the time, in reading activities for 3.6% of the time and in writing activities for 9.3% of the time. 10% of the time other activities were taking place in the classroom. The important feature to note here in terms of communicative language use is that students were talking for almost a quarter of the lesson.

Figure 6: Percentage of talk and other activities in lesson (secondary)

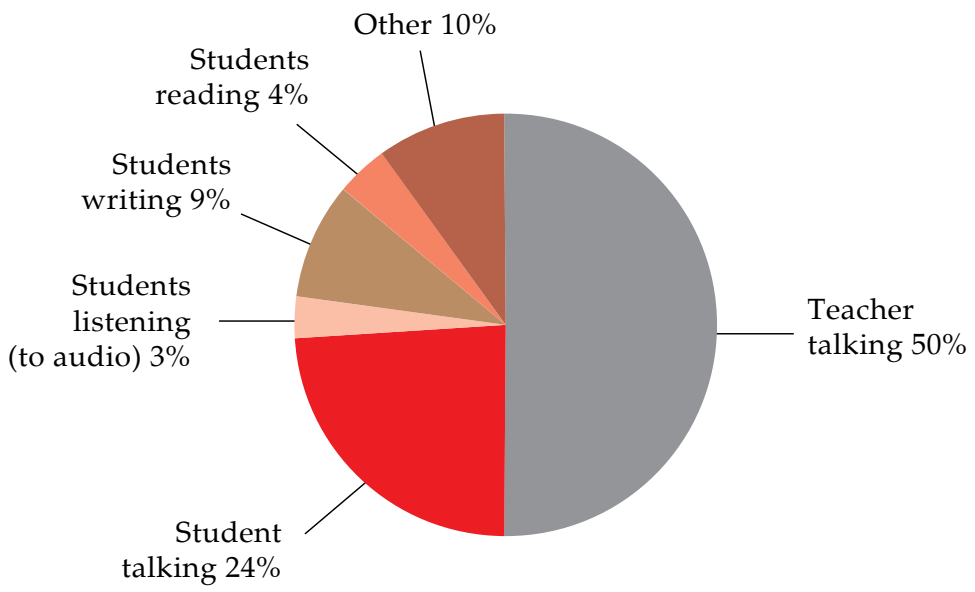


Table 6 shows that the results of Study 2a2 (2011) to Study 2a (2010) are comparable in terms of talk and activities. The two key differences are that the teacher was found to be talking for a larger percentage of the lesson (50%, compared to 33% in Study 2a), and there was a much smaller percentage of 'Other' activities occurring during the lesson (10%, compared to 28% in Study 2a), reflecting a proportion of 'Other' activity which would normally be expected to be found in classroom observation. It is likely that a large proportion of the 'Other' categorisation in the 2010 study (2a) was miscoded 'teacher talk' (see footnote 3). The 2011 results reported here suggest a more balanced picture of classroom activities. Nevertheless, the constant between the two studies is that both show almost identical amounts of student talk, indicating that teachers were able to maintain this critical element to develop a communicative approach.

Table 6: Comparing talk and other activities in the lesson: Study 2a2 and Study 2a (secondary)

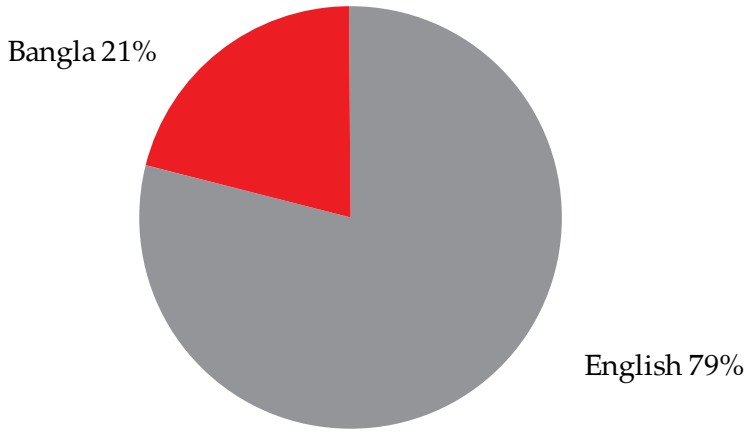
Talk and other activities in lesson	Study 2a2 (2011)	Study 2a (2010)
Teacher talking	50%	33%
Student talking	23.8%	23%
Students listening (to audio)	3.0%	4%
Students writing	9.3%	8%
Students reading	3.6%	4%
Other	10%	28%

3.2.1 Secondary teachers

Teachers talking: English vs. Bangla

When teachers were talking, the data show that they were using more English than Bangla in their classrooms: 78.8% of the time they were using English compared to 21.2% of the time using Bangla (see Figure 7). The amount of English used is only slightly less than that reported in Study 2a (2010), where teachers were found to be using English 86.2% of the time and Bangla 13.8% of the time. (This difference is significant; $p<0.05$.) While there has been some decrease in the amount of English used between the 2010 and 2011 studies, these findings show that the trend of teachers using a large amount of English in their classrooms has been sustained. In fact, the decrease in the amount of English used observed in 2011 could be interpreted positively, as it may reflect the fact that teachers are gaining a better sense of when to use the target language, and learning how and when to judiciously use Bangla to enhance student understanding (as also suggested in Study 2b practice 2010b, c & d).

Figure 7: Language used by teachers (secondary)



Types of teacher talk

When teachers were talking, they were presenting 45.2% of the time, organising 22.3% of the time, giving feedback 9.6% of the time and asking questions 22.9% of the time (see Figure 8)

Figure 8: Type of teacher talk: secondary

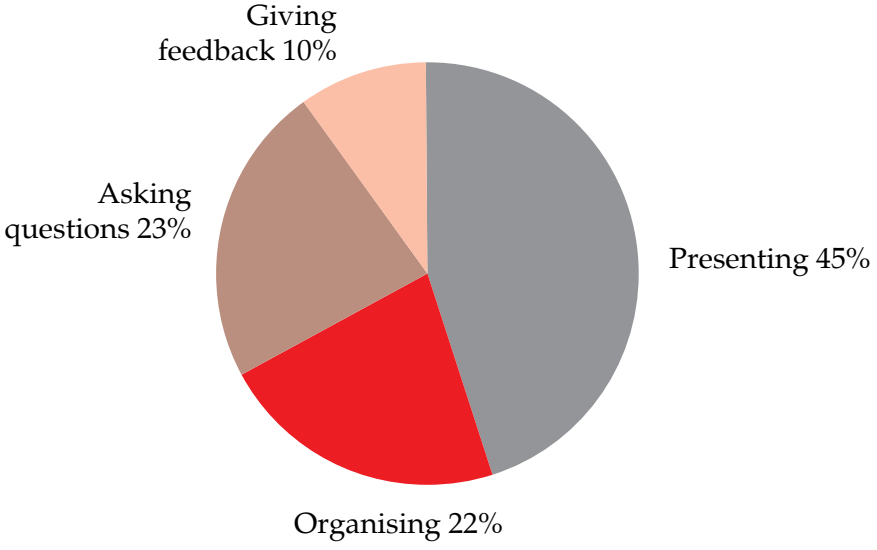


Table 7 shows that the findings from Study 2a (2010) and Study 2a2 (2011) differ but are comparable. As with the primary lessons, there was an increase in teacher presenting and a decrease in giving feedback.

As with the primary teacher data, it should be noted that there were a high number of 'Other' activities reported in Study 2a (2010), which was not the case in Study 2a2. It could be that such activity – which might include taking the register or undertaking other administrative classroom duties – was coded as 'Presenting' in the follow-up study. It may also be that there was, in fact, an increase in teacher presenting. Different lessons require different teaching techniques, and different skills are emphasised during various times in the curriculum, so there will be some divergence depending on the lessons

observed and the specific time of year of the observations. In any case, the findings from Study 2a and 2a2 taken together reflect a notable decrease in teacher presenting from Baseline Study 3. However, as the results of the 2b practice study (EIA 2011c) also show, teacher presenting may be evidence of a traditional approach, and reflect a need for further support in the introduction of student-focused activity.

Table 7: Comparing secondary teacher activity: Study 2a2 vs. Study 2a

Teacher activity	Study 2a2 (2011)	Study 2a (2010)
Presenting	45.2%	30.3%
Asking questions	22.9%	26.0%
Organising	22.3%	19.6%
Giving feedback	9.6%	23.8%

For each type of teacher talk, the percentage of English and Bangla used was calculated. In each of the categories, English was used the vast majority of the time (see Table 8). The results from Study 2a (2010) show a comparable result in the percentage of English used by students.

Table 8: Types of teacher talk: English vs. Bangla (secondary)

	Study 2a2 (2011)		Study 2a (2010)[6]	
Teacher activity	**% English**	**% Bangla**	**% English**	**% Bangla**
Presenting	81.0%	19.0%	80.1%	11.0%
Organising	71.0%	29.0%	73.6%	15.9%
Giving feedback	81.4%	18.6%	74.6%	12.7%
Asking questions	79.0%	21.0%	80.3%	7.9%

The percentages of each activity (presenting, organising, etc.) presented in Table 8 are explained below along with illustrations of the nature of these activities (and using data from Figure 8).

Presenting

45.2% of the time when teachers were talking, they were presenting material. 81.0% of that time (i.e. of the 45.2%), the teacher was presenting in English.

Organising

22.3% of the time when teachers were talking, they were organising. 71.0% of that time (i.e. of the 22.3%), the teacher was organising in English.

[6] *As with the primary teacher talk, the percentages of English and Bangla do not add up to 100% because of use of mixed English and Bangla.*

Giving feedback

9.6% of the time when teachers were talking, they were giving feedback. 81.4% of that time (i.e. of the 9.6%), the teacher was giving feedback in English.

Asking questions

22.9% of the time when teachers were talking, they were asking questions. 79.0% of that time (i.e. of the 22.9%), the teacher was asking questions in English.

Summary of changes in secondary teacher practices

The results of Study 2a (2010) and Study 2a2 (2011) indicate a trend showing that:

a) Teachers are using the target language (i.e. English) to communicate with students for the majority of the lesson.

b) Teachers are still presenting during a large proportion of the lesson (30–45% of the time). While moving away from this traditional practice requires additional support, there is evidence of communicative activity in the classroom, as teachers are using English to organise the lesson and are engaging with students through feedback and involving them in the lesson through questioning.

There are some differences between Study 2a2 (2011) and Study 2a (2010), with data showing that not all changes have been sustained to the same extent. However, these findings mark a notable change from the classroom practices observed in Baseline Study 3 (2009a & b), where only 27% of teachers spoke in English more than they did in Bangla and where teachers tended to read from the textbook and speak in Bangla more than in English (i.e. in 67% of the lesson).

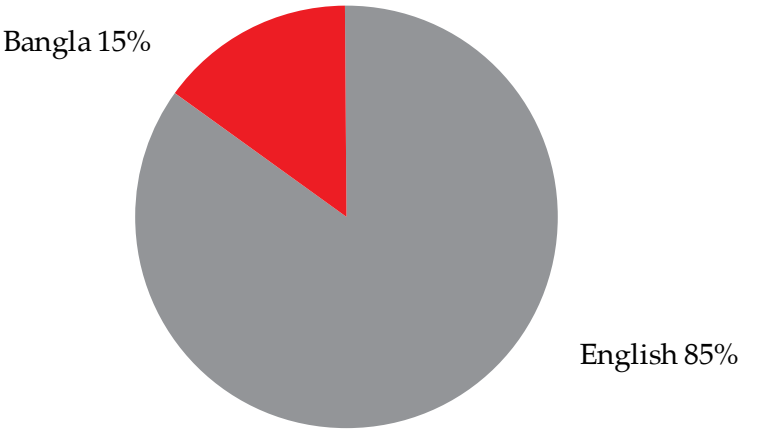
3.2.2 Secondary students

Four skills are generally considered necessary to be included in an integrated approach to language teaching: speaking, listening, writing and reading. In the classes observed, students were speaking in 23.8% of the lesson time (see Figure 6 earlier). Students were engaged in listening activities with the audio player for 3.0% of the time, in reading activities for 3.6% of the time and in writing activities for 9.3% of the time. Because the audio materials that teachers have are primarily in English, one can assume that most of this listening activity was taking place in English. Furthermore, as the students' reading and writing tasks primarily focus around the textbook, which is in English, one can also assume that the majority of this activity took place in English. These results are similar to those found in Study 2a (2010), where secondary students were engaged in listening activities for 4% of the time, in reading activities for 4% of the time and in writing activities for 8% of the time.

Students talking: English vs. Bangla

When secondary students were talking during the lesson, they were using English for 84.8% of the time (see Figure 9). These figures are similar to those found in Study 2a (2010), where students were found to be using English 87.8% of the time that they were talking. (This difference is significant; $p<0.05$.) While there is a slight decrease in the use of English between Study 2a (2010) and Study 2a2 (2011), the percentage of English used is still very high, and marks a notable change from the results of Baseline Study 3, where students were found to be talking almost exclusively in Bangla.

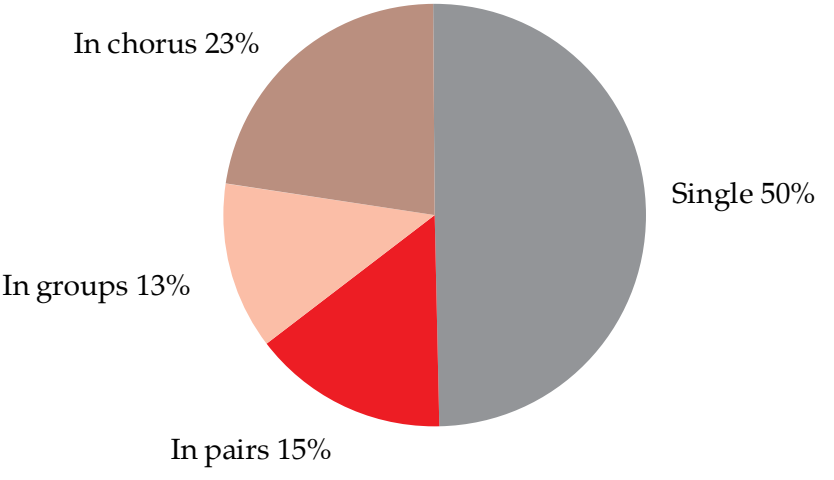
Figure 9: Language used by students (secondary)



Types of classroom activities in which student talk occurred

When secondary students were talking, 50.0% of that time they were talking on their own; 15.0% of the time they were taking part in activities in which they were speaking in pairs; 12.5% of the time they were speaking in groups; and 22.5% of the time they were speaking in chorus (see Figure 10).

Figure 10: Types of student talk (secondary)



As can be seen in Table 9, there are some notable differences in the findings from Study 2a2 (2011) and Study 2a (2010), particularly an increase in the amount of chorusing and a disappointing, and surprising, decrease in the amount of pair and group work. (In Study 2b practice, pair and group work were found in over three-quarters of the lessons observed [EIA 2011c].) This decrease may be attributable to the fact that different lessons require different teaching techniques and that different skills are emphasised during various times of the year in the curriculum. Therefore some divergence is expected, depending on the lessons observed and the time of year of the observations.

Table 9: Comparing types of secondary student talk: Study 2a2 vs Study 2a

Types of student talk	Study 2a2 (2011)	Study 2a (2010)
Single	50.0%	39.1%
In pairs	15.0%	31.2%
In groups	12.5%	26.3%
In chorus	22.5%	3.4%

For each type of student talk, the percentage of English and Bangla used was calculated. In each category, English was used the vast majority of the time (see Table 10). The results from Study 2a (2010) are given again as a comparison. In 2011, there was a notable increase in the percentage of English used by students in all cases but group work.

Table 10: Student talk: English vs. Bangla (Secondary)

	Study 2a2 (2011)		Study 2a (2010)[7]	
Types of student talk	**% English**	**% Bangla**	**% English**	**% Bangla**
Single	87.5%	12.5%	71.2%	10.4%
In pairs	91.7%	8.3%	68.9%	11.7%
In groups	70.0%	30.0%	72.1%	16.6%
In chorus	83.3%	16.7%	76.1%	1.6%

The percentages of each activity (speaking on own, in pairs, etc.) presented in Table 10 are explained below in conjunction with data from Figure 10.

A student speaking on his or her own

50.0% of the time when students were speaking, one student was speaking on his/her own. The majority of time when a student was speaking on his/her own, he/she was doing so in English (87.5%).

Students speaking in pairs

When students were speaking, 15.0% of that time they were speaking in pairs. The majority of time when students were speaking in pairs, they were doing so in English (91.7%).

Students speaking in groups

When students were speaking, 12.5% of that time they were speaking in groups. The majority of time when they were speaking in groups, they were doing so in English (70.0%).

Students speaking in chorus

When students were speaking, 22.5% of that time they were speaking in chorus. The majority of time when they were speaking in chorus, they were doing so in English (83.3%).

[7] *As with the teacher talk, the percentages of English and Bangla do not add up to 100% because of mixed English and Bangla.*

Summary of changes in secondary student practices

The findings reported here differ slightly from those found in Study 2a (2010). As the quality of observers used for this study was better than those used for the 2010 study, the data may provide a more accurate picture of classroom activity.

The results of the 2011 (2a2) study indicate that:

a) Students are using the target language (i.e. English) for a majority of the time that they are speaking during a lesson. This marks a significant change in the classroom practices observed in Baseline Study 3 (2009a & b), where only a small proportion of students spoke in English during a lesson.

b) While there is a relatively high number of activities recorded that only require a response from one student, there is also a relatively large amount of pair and group work going on and even more pair and group work recorded in Study 2a (2010) and Study 2b practice (2011b, c & d) than in the baseline study. Students are also regularly engaged in chorusing activities, which might be attributed to the appropriateness of this technique for teaching large classes.

The fact that students are often engaged in activities in which they interact with their classmates marks a notable change from Baseline Study 3 (2009a & b), which identified few occasions when individual students or groups were encouraged to speak in English (2–4% of the lesson time) and which showed that in most classes students were not interactive at all.

3.2.3 The typical secondary classroom

Because of the corrected double coding, it is possible to consider the talk and activities of secondary students and teachers in terms of typical lesson time found in these classrooms. The average class duration of the lessons observed was 33.2 minutes. Using this length of lesson as an average, the lesson might look like this:

In a lesson of 33.2 minutes, the teacher was talking for 16.5 minutes and the students were talking for 7.9 minutes of that time. For 1 minute of the lesson the students were listening to audio materials, for 1.2 minutes they were reading and for 3.1 minutes they were writing.

Of the 7.9 minutes when students were talking, they were talking in English for 6.7 of those minutes. Of those 7.9 minutes, students were speaking in pairs for about 1.2 minutes, speaking in groups for about 1 minute, speaking in chorus for 1.8 minutes, and a single student was talking for about 4 minutes. These activities were happening in English the majority of the time (85%; see Figure 9).

Of the 16.5 minutes when teachers were talking, they were talking in English for about 12.9 of those minutes. Of those 16.5 minutes, teachers were presenting for 7.5 minutes, organising for 3.7 minutes, giving feedback for 1.6 minutes and asking questions for 3.8 minutes. These activities were happening in English the majority of the time (79%; see Figure 7). Other activities were going on for 10 minutes.

4. Comparison with other teacher data: Cross-tabulations

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

Table 11: Demographic categories and sub-categories

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

4.1 Characteristics of teacher participants

A summary of the characteristics of teachers who were observed in the 2a2 classroom study is presented below (see Table 12). Apart from the Trinity grade, the profile of teachers matches that in 2010.

Table 12: Characteristics of teachers participating in the 2a2 classroom observation studies

Characteristic		Primary (Column percentage)	Secondary (Column percentage)	Total (Percentage /Number[8])
Gender	Male	40%	77.8%	58.9
	Female	60%	22.2%	41.1
		（145）	（108）	(253)
Age	21-30	26.2%	12%	20.2
	31-40	57.3%	42.6%	51.0
	41-50	13.7%	31.4%	21.3
	51-60	2.8%	13.9%	7.5
		(145)	(108)	(253)
Highest qualification	Non-graduate	30.9%	0.0%	19.7%
	Graduate	45.9%	63.2%	52.2%
	Postgraduate	23.2%	36.8%	28.1%
				(345)
Subject in English	Graduate study	2.5%	39.2%	N/A[9]
	Postgraduate study	1.8%	1.1%	
School location	Rural	77.1%	61.6%	70.4%
	Semi-urban	19.2%	27.8%	23.1%
	Urban	3.7%	10.6%	6.5 %
				(247)
Self-reported English skills (very confident and confident)	Listening	93.5%	93.8%	93.6%
	Speaking	85.5%	86.8%	86.2%
	Reading	97.0%	100%	98.3%
	Writing	91.2%	95.9%	93.4%
Trinity level	Fail	2.7%	1.8%	0.5%
	Initial	75.1%	65.4%	62.0%
	Elementary	21.7%	28.6%	32.6%
	Intermediate	0.5%	4.2%	5.0%
				(221)

[8] *The total number (in brackets) varies because of missing data for some teachers.*

[9] *The data on this are not completely reliable so the totals are not reported.*

4.2 Cross-tabulations

A Chi-square test was conducted to compare differences in variables which had two sub-categories, such as gender, while a one-way ANOVA was used to test for differences in variables where there were three or more sub-categories, such as age (21–30, 31–40, 41–50, 51–60). (The results of the analyses used in this section are provided in Appendix 7.)

The results should be interpreted with caution, as in some sub-demographic groups the sample size is rather small, even when both primary and secondary teachers were combined. All samples include both primary and secondary teachers.

Age

There is no significant difference in the amount of time spent speaking in English between different age groups. Although the teachers aged between 21 and 30 were slightly more likely to use English, the difference is not statistically significant. The same is true for the 2010 study.

Gender

There is no difference in the time spent speaking in English according to gender. While the difference is not significant in the 2010 study, male teachers were more likely to spend more time talking in English than female teachers. This no longer seems to be the case.

School location

There is no significant difference in terms of teachers speaking in English among different geographic locations of the schools. This marks a positive change from the 2010 study, where teachers in semi-urban schools spent more time using English compared to their counterparts in urban and rural areas. It should be noted, however, that the number of teachers from rural areas was relatively small.

School administrative area (Upazilas)

As with the 2010 study, these results suggest that teachers who teach in different administrative areas (*Upazilas*) seem to spend different amounts of time speaking in English in the classroom. Secondary teachers in Dhaka spend more time speaking in English than teachers in other areas. Secondary teachers in Khulna spent the least amount of time speaking in English among the areas. The difference is statistically significant for secondary teachers ($F=4.497$, $p<0.001$), but not for primary teachers.

Trinity test grade

In 2010, there is a significant difference in the amount of time spent talking in English among teachers who had different levels of Trinity test grade. Similarly, in this study the results suggest that teachers who achieved a higher grade were more likely to use more English in the classroom compared to those who achieved a lower grade; however, this difference is not significant ($F=1.275$, $p>0.05$). It should be noted that the sample size of both the fail and intermediate groups was relatively small. (Note that the English Language competency report comparing the teachers at 2010 and 2011 are given separately [EIA 2012]).

5. Conclusions

The purpose of this study was to determine whether the change observed in 2010 (Study 2a) of the classroom practice of teachers participating in EIA had been sustained over the intervention; that is, a year later, in 2011. This was compared to Baseline Study 3 (2009a & b), which looked at a sample of English language classes prior to the intervention. The study provides insight into several aspects of communicative language teaching and interactive pedagogy (which are outlined below) and, despite some variation from the 2010 findings, presents evidence of sustained positive change in teacher practices and the use of English in the classes observed.

5.1 Amount of teacher talk time versus amount of student talk time

The implication of a successful implementation would result in a decrease in teacher talk time and an increase in student talk time. Indeed, both studies found that student talk time takes up around a quarter of the lesson, while teacher talk time varied between 50% of the lesson time (2011) and 33% (2010). In either case, this marks an improvement from the findings in Baseline Study 3 (EIA 2009a & b), which showed that in only a small proportion of lessons did the students have opportunities to participate actively in discussion or to answer questions.

5.2 Teachers' use of English

Continued progress of EIA methods would result in a sustained increase in the amount of English being used by teachers. The results show that both primary and secondary teachers in the EIA intervention were observed to be using English the majority of the time; the primary teachers used English 72% of the time in both the 2010 and the 2011 study, while the secondary teachers used English 86% of the time in 2010 and 79% of the time in 2011. While there has been some decrease in the amount of English used among secondary teachers, these findings show that the trend of teachers using a large amount of English in their classrooms has been sustained. In fact, the decrease in the amount of English used observed in 2011 could be interpreted positively, as it may reflect the fact that teachers are gaining a better sense of when to use the target language, and learning how and when to judiciously use Bangla to enhance student understanding (as also suggested in Study 2b practice; EIA 2011b & c). In all cases observed, the teachers used English notably more than those observed in Baseline Study 3, where teachers spoke English less than Bangla in two-thirds of the lessons.

5.3 Students' use of English

Continued progress of EIA methods would result in a sustained increase in the amount of English being used by students, and the data clearly support the observation that both primary and secondary students are using English the majority of the time when they talk in lessons (81% of the time in primary and 85% of the time in secondary). While there is a slight decrease in the use of English between Study 2a (2010) and Study 2a2 (2011), the percentage of English used is still very high, and marks a notable change from the results of Baseline Study 3 (2009a & b), which showed that the students spoke in English in only a small proportion of lessons.

5.4 Teachers' use of interactive teaching strategies

Continued progress of EIA methods would result in an increase in teachers' use of more interactive and inclusive teaching strategies, evidenced by organising activities in pairs and groups, asking questions and giving feedback. The results support the perception that both primary and secondary teachers are

attempting to use a wide range of activities in the classroom and to involve a greater number of students in activities. In this study, teachers were found to be presenting 40–45% of the time, asking questions 23–27% of the time, organising 22% of the time and giving feedback 10% of the time. These findings mark a notable and unexpected increase in teacher presenting and a decrease in giving feedback when compared to the 2010 study. This might be explained by an actual increase in teacher presenting (as different lessons at different points in the curriculum require different teacher activities), or it may be that teacher activities were coded differently in the two studies. Regardless, the relatively high percentage of time spent asking questions, organising and giving feedback seems to indicate that teachers are making great efforts to involve students in their English lessons. This is a change from Baseline Study 3 (2009a & b), in which teachers were observed to be primarily reading from the textbook and rarely involving students in activities. However, the results suggest (as with the 2b practice study [EIA 2011b, c & d]) that teacher presenting may be evidence of a traditional approach, and reflect a need for further support in the introduction of student-focused activity.

5.5 Students' participation in interactive activities

Continued progress of EIA methods would result in an increase in the number of activities in which students are speaking in pairs, groups or chorusing. The results show evidence of student pair and group work being used in both primary and secondary classrooms. When students were talking, 38% of the time they were talking on their own in primary and 50% in secondary classrooms; 5% of the time they were taking part in activities in which they were speaking in pairs in primary and 15% in secondary; 5% of the time they were speaking in groups in primary and 13% in secondary; and in 53% of the time they were speaking in chorus in primary and 23% in secondary.

There are some notable differences in the findings from Study 2a2 (2011) and Study 2a (2010); for example, there has been an increase in the amount of chorusing and a decrease in the amount of pair and group work. This decrease may be attributable to the time of year when the observations were conducted and so may reflect the different needs of the curriculum at different times of the year. This hypothesis gets some support from the findings of the 2b practice study (EIA 2011c), which showed that three-quarters of the lessons observed contained pair or group work. In any case, the fact that students are often engaged in activities in which they interact with their classmates marks a notable change from Baseline Study 3 (2009a & b), which identified few occasions when individual students or groups were encouraged to speak in English (2–4% of the lesson time) and which showed that in most classes students were not interactive at all.

6. Recommendations

This study shows that the EIA pilot school interventions are helping teachers to implement communicative language teaching practices in their classrooms, and that teachers have been able to sustain these newly acquired practices over time. However, additional measures can be taken to further support the changes being made in the classroom, as well as to improve the observation and research methods used in this study.

As teachers with higher English-language proficiency are more likely to use English in the classroom, further development of teachers' language skills would be beneficial to their implementation of communicative language teaching (CLT). The English-language development programme recently developed for EIA teachers – *English Language for Teachers* (*EL4T)* – may have a further positive impact on teachers' abilities to implement CLT practices. Moreover, as shown in Study 2b practice (EIA 2011b, c & d), future developments for the teachers should focus on improving the quality of English language communication. For example, teachers need support in using an appropriate level of English with their students, and need to use the mother-tongue judiciously to support their students' acquisition of English.

While both Study 2a (2010) and Study 2a2 (2011) suggest that teachers are attempting to use a wider range of activities in the classroom and to involve a greater number of students in activities (compared with Baseline Study 3 [2009a & b]), further support in this area is needed, as teachers are still presenting for a large proportion of the lesson time. The fact that teachers are asking more questions, organising and giving more feedback is surely an indication that they are attempting to implement more communicative practices in their teaching. However, the low proportions of these types of activities, along with the results of Study 2b practice (EIA 2011 b, c, & d), suggest that teachers need further support in these areas. The results of Study 2b practice (EIA 2011b, & c) also indicate that, for example, feedback to students still needs to emphasise how students can learn from mistakes.

While students are speaking more in lessons, and using English the majority of the time because of an increase in the amount of pair and group work, this improvement needs to be reinforced. As the amount of these types of activities is still quite low, further implementation of pair and group work among both primary and secondary teachers should be encouraged. The implementation of increased *communicative* choral work should also be supported, particularly since this technique is so effective in supporting young learners and in teaching large classes.

Regarding the classroom observation, it is clear from the experience with both cohorts of observers that thorough training is required to undertake such observations. The top-up training session provided to the IER researchers (one day in June 2011), along with the additional guidance supplied, seems to have prevented double coding during the secondary observations for the 2011 study.

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Appendix 1: 2011 2a2 Primary (February) Observation Schedule

TIMED OBSERVATION SCHEDULE

School name		School ID		Observer name		Class number	
Teacher name		Teacher ID		Lesson No		Date of observation	
Lesson starts		Lesson ends		Length of lesson			

On each minute, identify what is happening at that the moment of observation, and write **E** or **B** in the appropriate box to signify whether that moment of the lesson is being taught in English or Bangla. Write **E (English)** or **B (Bangla)** only once in each row.

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

P = EIA poster or wall chart

C = EIA cards (flash-cards)

F = EIA figurines

O = other visual aids.

If neither the teacher nor the students are speaking, and the students are not reading, writing or listening to audio either, use the 'Other activity' column to indicate what other kind of activity is taking place. Make sure to do this for the duration of the entire class.

Time	The **teacher** is speaking. They are:				The **student(s)** are speaking:				The **students** are:				
minute	Presenting	Organising	Asking questions	Giving feedback	On their own (single)	In pairs	In groups	Chorusing	Reading	Writing	Listening to audio	Visual materials being used	Other activity
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
…													
60													

The teacher is speaking

Presenting

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

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

Organising

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

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

Asking questions

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

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

Giving feedback

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

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

The student(s) are speaking

On their own (single)

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

In pairs

All of the students are talking to each other in pairs.

In groups

All of the students are talking to each other in groups.

Chorusing

All of the class is speaking in chorus at the same time. This may be in response to the teacher's questions, or reading in chorus.

The students are reading

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

The students are writing

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

The students are listening to audio

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

Other activity

This could be any activity taking place in the classroom which does not fit into one of the categories above. For example, the students are singing a song, the teacher is talking to a colleague, the head teacher is making an announcement, and so on. (Please add a brief note to explain what the activity is.)

Appendix 2: 2011 2a2 Secondary (June) Observation Schedule

TIMED OBSERVATION SCHEDULE

School name		School ID		Observer name		Class	
Teacher name		Teacher ID		Lesson No		Date of observation	
Time that lesson starts		Time that lesson ends		Length of lesson		Class size	

On each minute, identify what is happening at that the moment of observation. Write **E** or **B** in the appropriate box(es) to signify whether that moment of the lesson is being taught in English or Bangla.

Enter 'E' or 'B' in <u>one</u> of the columns under 'teacher is speaking **<u>or</u>** 'student is speaking' (if the teacher or students are talking) or 'students are' (if the student is carrying out an activity)

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

P = EIA poster or wall chart

C = EIA cards (flash-cards)

F = EIA figurines

O = other visual aids.

If neither the teacher nor the students are speaking, and the students are not reading, writing or listening to audio either, use the 'Other activity' column to indicate what other kind of activity is taking place. Make sure to do this for the duration of the entire class.

Further to this, remember to obtain consent from the teacher via the consent form. Ensure that they sign, date and record the time on the form. The teacher should keep a copy of the form; the original should be returned to EIA project staff at the end of the fieldwork.

	Insert the letter E or B once per row in these columns, if appropriate											**Enter P, C, F or O if VM being used**	**Enter other activity (if appropriate)**
Time	The **teacher** is speaking. They are:				The **student(s)** are speaking:				**Students** are:				
minute	Presenting	Organising	Asking questions	Giving feedback	On their own (single)	In pairs	In groups	Chorusing	Reading	Writing	Listening to audio	Visual materials being used	Other activity
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
…													
60													

The teacher is speaking

Presenting

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

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

Organising

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

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

Asking questions

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

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

Giving feedback

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

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

The student(s) are speaking

On their own (Single)

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

In pairs

All of the students are talking to each other in pairs.

In groups

All of the students are talking to each other in groups.

Chorusing

All of the class is speaking in chorus at the same time. This may be in response to the teacher's questions, or reading in chorus.

The students are reading

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

The students are writing

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

The students are listening to audio

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

Other activity

This could be any activity taking place in the classroom which does not fit into one of the categories above. For example –

- Preparing learning materials.
- Using blackboards.
- Checking students' work.
- Administrative work.
- Teachers asking students to bring things from outside.
- Role play.
- Games.
- Students' presentation in front of the class.

Appendix 3: 2010 2a Observation Schedule

EIA Researcher Observation Sheet

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

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

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

P = EIA poster or wall chart being used

C = EIA cards (flash-cards) being used

F = EIA figurines being used

O = other visual aid being used.

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

Time	Teacher is speaking				Student(s) are speaking				Students are:			Visual materials being used	Other activity
minute	Presenting	Organising	Asking questions	Giving feedback	Single	Pairs	Groups	Chorus	Reading	Writing	Listening to audio		
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
…													
60													

Teacher is speaking

Presenting

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

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

Organising

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

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

Asking questions

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

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

Giving feedback

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

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

Student(s) are speaking

Single

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

Pairs

The students are all talking to each other in pairs.

Groups

The students are all talking to each other in groups.

Chorus

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

Students are reading

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

Students are writing

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

Students are listening to audio

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

Other activity

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

Appendix 4: 2011 2a2 Primary (February) Guide Notes

RME Study 2a2 Classroom practices

Guidance notes for Field Researchers

The aim of this research is to explore the amount and type of English used by the teachers and students in the classroom. Your role is to provide a factual, true account of what is happening in the classroom – the activities taking place between the teacher and the students.

The 'timed observation schedule' will provide information on the type and frequency of English usage in the classroom, which will give aggregated information of classroom interaction. The instrument has also been designed to capture the frequency of material usage in the classroom. Recording this information will help to determine how much EIA methods and materials are being used, and what can be done afterwards. Remember, that the aim of this exercise is not to test the teachers and students in any way.

All you need to do during the observation is enter the appropriate letter (e.g. 'E' for English, 'B' for Bangla) **in the relevant column on every one minute interval**. Nothing more. A minute is a short period of time, and the letter needs to be added to the sheet fairly frequently, so try not to let your attention wander. On the other hand, if you find that you have missed a minute, don't worry; just leave that row blank and wait for the next minute. Although it is a timed observation schedule, you have only to register the activities **on** the minute. This means that if a teacher starts using English at the moment of your observation, you should put E in the appropriate box. You should **record what the teacher is doing at that particular moment in time**, and not what they have been doing during the previous (or the next) minute.

Also, make sure to record the duration of the entire lesson (i.e. the lesson length) on the front sheet and what is happening throughout the lesson on the subsequent sheets.

This will be an 'unobtrusive' data collection process. Ideally, your presence in the classroom should be felt as little as possible – the lesson should proceed exactly as it would if you were not there at all. In English, we have an expression for this – you should be like a "fly on the wall"!

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

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

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

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

Appendix 5: 2011 2a2 Secondary (June) Guide Notes

RME Study 2a2S Classroom practices

Guidance notes for Field Researchers

The aim of this research is to explore the amount and type of English used by the teachers and students in the classroom. Your role is to provide a factual, true account of what is happening in the classroom – the activities taking place between the teacher and the students.

The 'timed observation schedule' will provide information on the type and frequency of English usage in the classroom, which will give aggregated information of classroom interaction. The instrument has also been designed to capture the frequency of material usage in the classroom. Recording this information will help to determine how much EIA methods and materials are being used, and what is done after their use. Remember, that the aim of this exercise is not to test the teachers and students in any way.

On every one minute interval during the observation, all you need to do is apply only one of the following three options:

1. Enter 'E' or 'B' in <u>one</u> of the columns under 'teacher is speaking' <u>or</u> 'student is speaking' (if the teacher or students are talking)

Or

2. Enter 'E' or 'B' in <u>one</u> of the columns under 'students are' (if the students are carrying out an activity)

Or

3. If the classroom activity taking place does not feature under 'teacher is speaking', 'student is speaking' or 'students are', enter the activity in the 'other activity' column.

And, in addition to the abovementioned options:

- Enter a P, C, F or O in the 'visual materials' column (<u>if</u> visual materials are being used).

Nothing more is required.

You will mark only one box in either 'teacher is speaking' OR 'student is speaking' (not both). No double coding should occur.

You only have to register the activities **on the minute**. This means that if a teacher starts asking questions in English at the moment of your observation, you should record an 'E' for that minute under the 'asking questions' column. You should record what the teacher and/or students are doing at that particular moment in time, not what they have been doing during the previous (or the next) minute.

A minute is a short period of time, and the appropriate letter(s) and/or activity needs to be added to the sheet fairly frequently, so try not to let your attention wander. On the other hand, if you find that you have missed a minute, don't worry; just leave that row blank and wait for the next minute.

Ensure that you record the duration of the entire lesson on the first sheet of the observation schedule. Also, note that you should record what is happening throughout the entire lesson (at every minute interval).

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

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

- You are not there to judge the teachers (or their students) at all, and it is not like a normal classroom observation.
- You are simply there to record what will happen.
- The observation schedule that you are filling in is only for the use of the EIA project and will not be seen or used by anyone in authority over the teachers.
- The lesson should go ahead as if you are not in the classroom at all.
- You are not watching the content of the lesson – just systematically recording what the teacher is actually doing.
- After explaining the purpose of the study and your involvement in it, ask the teacher to sign, date and record the time on the **consent form**. A copy of the form will be retained by the teacher; you should return the original to the EIA project staff at the end of the fieldwork.

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

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

- You will enter the data into an SPSS database ONLY after you have returned from the field.

Appendix 6: 2011 2a2 Secondary (June) Important Issues

Important issues

2a2-SECONDARY study

During the 2a2 primary observation there were instances of **double-coding** in a single row of the observation schedule. Sometimes more than one activity was recorded in the 'teacher is speaking' and 'students are speaking' columns when only one activity should have been recorded[1]. This happened because of the high degree of simultaneous/overlapping talk by teachers and students. As a result, the total of teacher and student talk was more than the class duration. **The percentage of teacher and student talk time must add up to 100%.**

This issue will be resolved in the 2a2 secondary observation study as we have adjusted the guidance and observation schedule to clarify how and when to record observations and to specify what to record.

To prevent double-coding you will need to:

- **Ensure that you record your observations on the minute –** i.e. every 60 seconds; for example, on the 60th second of each minute. Record what is happening at that precise moment (not before or after).
- **Ascertain at the moment of observation:**

  i) what is the focus (i.e. main activity) of the lesson and who is doing it

  and/or

  ii) who is talking (the teacher or students or neither of them). Note, only the teacher or students (or possibly neither) will be talking.

  There may be instances of simultaneous communications and activities between teachers and students. You will need to decide whom to focus on at that moment – what the main activity is and who is doing it. For example:

  1. If, at that moment of observation, the teacher does attendance checking, you would record this as 'teacher talk'. Students' responses to the register could be recorded in the next minute (if that was what was happening).
  2. If students are speaking (whether on their own or in groups), disregard teacher talk.
  3. Disregard teacher or student talk if the teacher is setting up the audio or other learning materials, except for when a teacher is presenting actual lesson content or students are answering questions or presenting.
  4. If students are presenting in front of the class, or writing something on the blackboard, disregard teacher talk.
  5. If the teacher is distributing or collecting flashcards, do not record teacher talk that is not relevant to lesson presentation.

We have also introduced a **teacher consent form** for this round of the 2a2 fieldwork. This will be used to gain the teacher's consent to the observation. **The teacher will need to sign, date and record the time on the form**; this will show that they formally give consent.

[1] *Note, there should also be a code, i.e. a letter, in 'students are' columns.*

Appendix 7: 2a2 Cross Tabulations

Significant test for 2011 2a2 study -- demographics

Table 1. Difference on total time of teachers' speaking English vs. Bangladesh by gender

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
te_tal_english	Male	142	26.73943662	4.273752279	0.358645324	6.030419385	7.44845385	0	17
	Female	111	27.13513514	4.940530863	0.468934437	6.205817148	8.06445312	0	26
	Total	253	26.91304348	4.573078119	0.287506958	6.346820845	7.47926611	0	26
te_tal_bangla	Male	142	12.26760563	3.474150731	0.291544253	1.69124262	2.84396865	0	22
	Female	111	12.92792793	3.624943164	0.344064379	2.246073087	3.60978277	0	17
	Total	253	12.55731225	3.549211276	0.223137001	2.117861252	2.99676325	0	22

		Sum of Squares	df	Mean Square	F	Sig.
te_tal_english	Between Groups	9.754828619	1	9.754828619	0.465457679	0.495713411
	Within Groups	5260.332128	251	20.95749852		
	Total	5270.086957	252			
te_tal_bangla	Between Groups	27.16456299	1	27.16456299	2.166429664	0.142306077
	Within Groups	3147.254409	251	12.53886219		
	Total	3174.418972	252			

Table 2. Difference on total time of teachers' speaking English vs. Bangladesh by age

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TE_TAL_E	21-25 Years	9	17.22222222	4.918784854	1.639594951	12.44130948	20.003135	9	21
	26-30 Years	42	17.11904762	7.561785765	1.166808875	14.76262929	19.4754659	2	37
	31-35 Years	72	16.34722222	9.022912497	1.063360435	16.22694173	20.4675027	2	49
	36-40 Years	57	15.56140351	8.926320518	1.182320036	15.19293187	19.9298751	3	55
	41-45 Years	36	16.61111111	7.438424479	1.239737413	14.09431036	19.1279119	2	32
	46-50 Years	18	13.94444444	7.239371294	1.706336178	10.3443898	17.5444991	1	29
	51-55 Years	14	11.71428571	5.014265364	1.340118789	8.819135088	14.6094363	1	18
	56-60 Years	5	12.6	5.813776741	2.6	5.381242726	19.8187573	3	18
	Total	253	16.84980237	8.184454023	0.514552216	15.83643173	17.863173	1	55
TE_TAL_B	21-25 Years	9	6.111111111	8.781293248	2.927097749	-0.638788403	12.8610106	0	24
	26-30 Years	42	6.547619048	6.101588681	0.941495574	4.646230163	8.44900793	0	22
	31-35 Years	72	7.930555556	8.285956878	0.976509383	5.983451148	9.87765996	0	33
	36-40 Years	57	5.421052632	4.655823421	0.616678877	4.185696395	6.65640887	0	19
	41-45 Years	36	6.916666667	5.709015427	0.951502571	2.985013753	6.84831958	0	28
	46-50 Years	18	8.055555556	3.386343199	0.798168746	1.3715667	4.73954441	0	10
	51-55 Years	14	6.857142857	7.177498416	1.918267141	2.712978652	11.0013071	0	20
	56-60 Years	5	8	8.154753215	3.646916506	-2.125463481	18.1254635	1	22
	Total	253	6.23715415	6.612209351	0.41570604	5.418453377	7.05585492	0	33

		Sum of Squares	df	Mean Square	F	Sig.
TE_TAL_E	Between Groups	810.4204976	7	115.7743568	1.765086706	0.094909056
	Within Groups	16069.87199	245	65.59131426		
	Total	16880.29249	252			
TE_TAL_B	Between Groups	514.5208554	7	73.50297935	1.714538845	0.10608992
	Within Groups	10503.2499	245	42.87040774		
	Total	11017.77075	252			

Table 3. Difference on total time of teachers' speaking English vs. Bangladesh by school year

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TE_TAL_E	Primary	145	19.73103448	8.579898319	0.712521773	18.32268171	21.1393873	2	55
	Secondary	108	25.98148148	5.686484191	0.547182196	11.89675659	14.0662064	1	27
	Total	253	16.84980237	8.184454023	0.514552216	15.83643173	17.863173	1	55
TE_TAL_B	Primary	145	8.151724138	7.268015007	0.603575794	6.958711273	9.344737	0	33
	Secondary	108	3.666666667	4.499221116	0.432937754	2.808418063	4.52491527	0	22
	Total	253	6.23715415	6.612209351	0.41570604	5.418453377	7.05585492	0	33

		Sum of Squares	df	Mean Square	F	Sig.
TE_TAL_E	Between Groups	2819.8192	1.0000	2819.8192	50.3379	0.0000
	Within Groups	14060.4733	251.0000	56.0178		
	Total	16880.2925	252.0000			
TE_TAL_B	Between Groups	1245.1087	1.0000	1245.1087	31.9792	
	Within Groups	9772.6621	251.0000	38.9349		
	Total	11017.7708	252.0000			

Table 4. Difference on total time of teachers' speaking English vs. Bangladesh by school location

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TE_TAL_E	Rural	174	16.90229885	8.186884718	0.620646129	15.67728531	18.1273124	1	49
	Sub-urban	57	17.73684211	8.700423462	1.15239924	15.42830902	20.0453752	2	55
	Urban	16	13.875	5.340099874	1.335024969	11.02946164	16.7205384	3	24
	Total	247	16.84980237	8.184454023	0.514552216	15.83643173	17.863173	1	55
TE_TAL_B	Rural	174	6.436781609	6.664028446	0.505198693	5.43963491	7.43392831	0	33
	Sub-urban	57	5.421052632	5.975985778	0.791538653	3.835410172	7.00669509	0	32
	Urban	16	4.625	6.020797289	1.505199322	1.416743588	7.83325641	0	22
	Total	247	6.23715415	6.612209351	0.41570604	5.418453377	7.05585492	0	33

		Sum of Squares	df	Mean Square	F	Sig.
TE_TAL_E	Between Groups	211.3174447	3	70.43914825	1.05221514	0.370085947
	Within Groups	16668.97505	249	66.94367488		
	Total	16880.29249	252			
TE_TAL_B	Between Groups	321.8214164	3	107.2738055	2.497317137	0.060285997
	Within Groups	10695.94933	249	42.95561982		
	Total	11017.77075	252			

Table 5. Difference on total time of teachers' speaking English vs. Bangladesh by school admin area (Secondary School)

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TE_TAL_E	Barisal	8	12.375	6.435115717	2.27515698	6.995108628	17.7548914	2	20
	Chittagong	26	13.53846154	4.365599791	0.856164559	11.77515762	15.3017655	4	21
	Dhaka	30	19.6	5.493569909	1.002984053	7.548667283	11.6513327	1	21
	Khulna	11	10.18181818	5.528438872	1.666887038	10.46776241	17.895874	3	21
	Rajshahi	14	14.78571429	3.826598639	1.022701505	12.57630201	16.9951266	5	19
	Rangpur	10	13	3.972125096	1.256096245	10.15851288	15.8414871	7	19
	Sylhet	9	18.88888889	7.507403753	2.502467918	13.11818752	24.6595903	4	27
	Total	108	12.98148148	5.686484191	0.547182196	11.89675659	14.0662064	1	27
TE_TAL_B	Barisal	8	4.125	5.890367439	2.08255938	-0.799470415	9.04947042	0	15
	Chittagong	26	2.769230769	3.128036986	0.613458524	1.505789288	4.03267225	0	10
	Dhaka	30	4.533333333	5.829374683	1.064293337	2.356609053	6.71005761	0	22
	Khulna	11	2.818181818	3.970344615	1.197103943	0.150868012	5.48549562	0	13
	Rajshahi	14	4.142857143	2.248320496	0.600888928	2.844715537	5.44099875	0	8
	Rangpur	10	3.2	2.97396107	0.940449065	1.072556411	5.32744359	0	8
	Sylhet	9	3.777777778	6.437735972	2.145911991	-1.170704146	8.7262597	0	19
	Total	108	3.666666667	4.499221116	0.432937754	2.808418063	4.52491527	0	22

		Sum of Squares	df	Mean Square	F	Sig.
TE_TAL_E	Between Groups	729.5440291	6	121.5906715	4.497719259	0.000444851
	Within Groups	2730.418934	101	27.03385083		
	Total	3459.962963	107			
TE_TAL_B	Between Groups	58.53674381	6	9.756123969	0.467561424	0.830902517
	Within Groups	2107.463256	101	20.86597283		
	Total	2166	107			

Table 6. Difference on total time of teachers' speaking English vs. Bangladesh by School admin area (primary school)

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TE_TAL_E	Barisal	13	16.61538462	7.708636515	2.137991094	11.95710219	21.273667	4	32
	Chittagong	30	18.36666667	7.788069272	1.421900407	15.45855381	21.2747795	2	33
	Dhaka	36	20.97222222	8.650305068	1.441717511	18.04538007	23.8990644	3	49
	Khulna	19	18.84210526	7.690276385	1.764270401	15.13551069	22.5486998	7	37
	Rajshahi	17	21.47058824	6.104482442	1.480554465	18.33195298	24.6092235	9	30
	Rangpur	10	26.4	12.85992915	4.066666667	17.20056087	35.5994391	11	55
	Sylhet	20	17.6	8.946625356	2.000526247	13.41285044	21.7871496	2	37
	Total	145	19.73103448	8.579898319	0.712521773	18.32268171	21.1393873	2	55
TE_TAL_B	Barisal	13	9.307692308	4.308607961	1.194992841	6.704026575	11.911358	0	18
	Chittagong	30	6.7	6.006605559	1.09665112	4.457096623	8.94290338	0	24
	Dhaka	36	6.25	5.987486952	0.997914492	4.224125878	8.27587412	0	29
	Khulna	19	8.368421053	6.533762965	1.498948025	5.219248109	11.517594	1	28
	Rajshahi	17	6.117647059	5.893665593	1.429423868	3.087403826	9.14789029	0	22
	Rangpur	10	15	9.797958971	3.098386677	7.990962386	22.0090376	7	33
	Sylhet	20	11.1	10.18202751	2.276770566	6.334664439	15.8653356	0	32
	Total	145	8.151724138	7.268015007	0.603575794	6.958711273	9.344737	0	33

		Sum of Squares	df	Mean Square	F	Sig.
TE_TAL_E	Between Groups	839.532923	6	139.9221538	1.978209394	0.072809307
	Within Groups	9760.977422	138	70.73172045		
	Total	10600.51034	144			
TE_TAL_B	Between Groups	924.8570797	6	154.1428466	3.183527934	0.005879759
	Within Groups	6681.804989	138	48.41887673		
	Total	7606.662069	144			

Table 7. Difference on total time of teachers' speaking English vs. Bangladesh by Trinity test score

Descriptives		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
TE_TAL_E	Fail	1	2	.	.	.	.	2	2
	Initial	137	15.84671533	8.360349795	0.714272887	15.43419728	18.2592334	1	55
	Elementary	72	16.94444444	7.650626208	0.901634945	15.14663542	18.7422535	2	37
	Intermediate	11	19.09090909	7.841613934	2.364335561	9.822841168	20.358977	3	27
	Total	221	16.7239819	8.126321682	0.546635551	15.6466695	17.8012943	1	55
TE_TAL_B	Fail	1	12	.	.	.	.	12	12
	Initial	137	6.875912409	6.007893405	0.513288974	5.860852267	7.89097255	0	30
	Elementary	72	5.972222222	8.151682143	0.960684954	4.056670831	7.88777361	0	33
	Intermediate	11	4.909090909	8.09264537	2.440024387	-0.527622227	10.345804	0	22
	Total	221	6.50678733	6.868650727	0.462035448	5.596205286	7.41736937	0	33

		Sum of Squares	df	Mean Square	F	Sig.
TE_TAL_E	Between Groups	251.6950053	3	83.89833511	1.275241107	0.083758276
	Within Groups	14276.46789	217	65.79017461		
	Total	14528.1629	220			
TE_TAL_B	Between Groups	97.4957727	3	32.4985909	0.685894746	0.561541863
	Within Groups	10281.74405	217	47.38130897		
	Total	10379.23982	220			

ENGLISH in ACTION

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