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# Teaching and Learning English (TaLE) project

## Final impact assessment report



**June 2014**

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**Learning Unlimited**

[www.learningunlimited.co](http://www.learningunlimited.co)



Actions co-financed by the European Fund for the Integration of  
Third Country Nationals 'Working together to manage migration'



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# 1. Introduction

## 1.1 The TaLE project

The *Teaching and Learning English (TaLE)*<sup>1</sup> project was a 22-month European Integration Fund (EIF) project providing:

- pre-departure English language and citizenship awareness classes for women in Bangladesh who were planning to join spouses and family and settle in the UK
- capacity-building teacher training for teachers of English in Bangladesh, working with the target group.

The project was led by Learning Unlimited, a social enterprise based in London, working in partnership with St Giles Educational Trust and Greenwich Community College, both based in the UK, and UKBET, an educational charity and NGO, based in Sylhet, Bangladesh.

The TaLE project was designed to build on and add value to the successful three-year EIF project *Welcome to the UK (WUK)*<sup>2</sup>, also led by Learning Unlimited, which included the *Preparing for Life in the UK (PLUK)*<sup>3</sup> workshop programme and teacher training in Bangladesh. The PLUK programme was also delivered in partnership with UKBET and supported by British Bangladeshi volunteers from the UK working in partnership with locally trained teachers of English.

Quantitative and qualitative impact assessment research with PLUK participants, volunteers, UKBET teachers and local stakeholders participating in the Welcome to the UK project had clearly demonstrated a significant local need for:

- high quality and accessible ESOL classes leading to increased skills and confidence in English for living in the UK and approved ESOL accreditation
- locally available ESOL teacher training as many local teachers are not trained to work with adults and are unqualified
- more women ESOL teachers, enabling more females to attend classes
- quality assurance and support for local ESOL provision

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<sup>1</sup> See Appendix 1 for more information about the TaLE project

<sup>2</sup> For more information about the Welcome to the UK project, please see <http://www.learningunlimited.co/LUorganisationsprojectsWttUK.html>

<sup>3</sup> Preparing for Life in the UK was part of the Welcome to the UK EIF funded project, designed to support women in Bangladesh who were planning to settle in the UK to prepare for migration and successful integration in the UK.

- materials and resources to support language development and knowledge of life in the UK, and ESOL teacher training.

The locally identified needs were then incorporated into the TaLE project design. Over twenty-two months, 1<sup>st</sup> September 2012 – 30<sup>th</sup> June 2014, the overall objective of the TaLE project was to support the integration<sup>4</sup> of Bangladeshi women in the UK through:

- setting up and running an innovative and contextualised pre-departure ESOL programme in Bangladesh providing high quality ESOL courses to support local women who were planning to settle in the UK in developing their skills and confidence in English to support their active participation in life in the UK;
- providing high quality teacher training and capacity building support for English teachers and ESOL providers in order to raise the quality and value of local programmes, specifically those engaging women preparing to migrate to the UK;
- developing and disseminating an effective, sustainable and transferable model of good practice in pre-departure work in a developing country.

In Year 1, the TaLE project ran free ESOL classes for 50 women in four districts in the Sylhet district in Bangladesh. The classes were taught by Bangladeshi teachers of English/ESOL who had been trained by teacher trainers from the UK. 13 teachers attended an accredited TKT<sup>5</sup> teacher training programme for ESOL teachers in Bangladesh. The teaching and teacher-training strands were supported by UKBET and Learning Unlimited. In addition, two materials packs were produced;

- *ESOL in the UK*, a topic-based materials pack for use with the target group in ESOL classes was produced by Learning Unlimited
- *Language awareness tasks* a materials pack to support the assessment and placement of teacher son training programmes was produced by St. Giles International.

In Year 2, 70 women participated in the free ESOL classes in four districts in Sylhet, taught by Bangladeshi teachers of English who received training from UK teacher-trainers as part of a TKT or ICELT<sup>6</sup> course. 15 teachers attended the TKT courses in October 2013 and February 2014 and 8 teachers took part in the ICELT courses in January/February and April

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<sup>4</sup> Home Office UK Border Agency definition of 'integration': *The process of building a life in the United Kingdom and becoming fully established as a member of our society.*  
<http://www.ukba.homeoffice.gov.uk/glossary?letter=I> accessed 4/06/13

<sup>5</sup> Teaching Knowledge Test is a training qualification suitable for English language teachers.

<sup>6</sup> ICELT (In-service Certificate in English Language Teaching) is a qualification that helps English language teachers to improve their skills and knowledge.

2014. As in Year 1, all aspects of the teaching and teacher-training were supported by UKBET and Learning Unlimited.

In addition, four materials packs were produced:

- *Staying safe at home* and *Staying safe outside the home*, two topic-based materials packs for use with the target group in ESOL classes were produced by Greenwich Community College
- *ICELT task sheets for trainers and trainees*, a materials pack to support trainees in meeting the assessment requirements of ICELT module 1, and *Phonology for English teachers in Bangladesh* were produced by St. Giles International.

Also, through dissemination events and the development and sharing of the materials packs in the UK and Bangladesh, the project aimed to promote and support sustainability. All of the materials packs are available as free downloads from the Learning Unlimited website:

The TaLE project was successful in meeting or exceeding all of its targets (see Appendix 2 for TaLE project overview and outputs).

## **1.2 Research scope, aims and objectives**

This small-scale research was an important part of the process of assessing the overall impact of the Teaching and Learning in English (TaLE) project in Sylhet, Bangladesh. The experiences of participants, partners and stakeholders have been a central focus of investigation. The project has provided an opportunity for research into the impact of the TaLE project in relation to three main areas:

1. The changing level of skills, knowledge and confidence of Third Country National<sup>7</sup> (TCN) women in relation to their English language skills and preparation for integration<sup>8</sup> into the UK. We focussed in particular on how effective the TaLE programme has been in developing the main target group's skills, knowledge and confidence by exploring the participants' own perceptions of their changing skills, knowledge and confidence.

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<sup>7</sup> In European funding terms, 'Third Country National' means newly-arrived migrants who have arrived in the UK within the last 10 years; and are not asylum seekers, refugees or European Economic Area (EEA) nationals; and have not come to the UK in a temporary visa category (for example, as a student) OR are residents of a non EU country and are in a category leading to settlement ( e.g. spouse of a British citizen).

<sup>8</sup> As there are a range of meanings attached to 'integration', in our research with TaLE project learners and previous EIF participants, integration is defined as the meanings that participants themselves give to this notion.

2. The changing level of skills, knowledge and confidence of Bangladeshi teachers who are teaching ESOL to women who are preparing to settle in the UK – and how the teacher training courses benefited the teachers and learners through the overall quality and content of the TaLE ESOL courses.
3. Important issues facing key local stakeholders in relation to teaching and learning English in Bangladesh and running ESOL programmes for the target group and make recommendations that could be of relevance across Bangladesh and in other pre-departure projects in developing countries.

### **1.3 Ethics**

Learning Unlimited abides by British Education Research Association (BERA) ethical guidelines - upholding the principles of autonomy, beneficence, non-maleficence and justice. Data collection and storage follow BERA guidelines for anonymity, confidentiality, and informed consent, as well as the Learning Unlimited data protection policy.

The Responsible Authority, the Home Office EU Funding team, requires the collection of baseline data by each funded project. Discussions were held to ensure the appropriateness, anonymity and ethical separation of demographics from the data collection for this project. This is especially in relation to any longitudinal studies the Home Office EU Funding team may wish to carry out, following up women who have migrated from Bangladesh to the UK.

### **The research team**

This research was led by Judith Kirsh from Learning Unlimited with support from the following people:

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Julia McGerty, Learning Unlimited

Diane Mullen, St Giles Educational Trust

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<http://www.learningunlimited.co/LUorganisationsprojectsTaLE.html>

## 2. Context: background to the research

Following a change in UK immigration policy in 2010, there has been increased demand for ESOL classes and speaking and listening accreditation in Bangladesh, particularly from Bangladeshi women planning to join husbands or family in the UK. In order to obtain a UK visa as a spouse, fiancé or family member joining settled partners or family in the UK, Bangladeshi nationals in a category which makes them eligible for settlement in the UK need to evidence a basic command of English (speaking and listening) at level A1 of the CEFR<sup>9</sup>. As speaking and listening in English is not assessed within the Bangladeshi school education system, adults usually need to attend an ESOL course in order to pass a Home Office approved and recognised exam in order to apply for their UK visa. However, for many women in the TaLE project target group, their level and skills in English are greatly influenced by the social and educational context in Bangladesh which impact on girls' learning, the teaching of English in schools, teacher training for teachers of English/ESOL, and opportunities to learn English as an adult.

### 2.1 The educational context in Bangladesh

Although there have been significant achievements in education in Bangladesh in recent years, notably in widening access to primary education, gender equity and improved levels of completion in primary education, reports and studies continue to highlight the serious challenges which remain<sup>10</sup>. For example, a study in 2012<sup>11</sup> found that the average teacher-student ratio in Bangladeshi state primary schools was 1:56, with one teacher reporting that he had 150 children in one of his classes. A UNESCO Report in 2006 stated that 1 in 5 teachers in Bangladesh did not have a teaching qualification and the Bangladesh Education Sector Review (2002) reported that '*The institutional culture in all institutions of the education sector, particularly at schools, teacher training institutes, and field offices contributes to the poor quality of teaching and learning.*' This finding was reinforced by research<sup>12</sup> carried out in 2005 which revealed systemic failures in the educational system: most schools were seriously overcrowded and it was not uncommon to have a teacher-student ratio of 1:60 or more, especially in government schools. In rural areas, there were shortages of subject specialist teachers, particularly English and Maths, and '*only three*

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<sup>9</sup> Common European Framework of Reference . A1 is roughly equivalent Entry 1 in the UK National Standards for Literacy and ESOL

<sup>10</sup> Bangladesh Education Sector Review, September 2013  
<http://reliefweb.int/sites/reliefweb.int/files/resources/Seeding%20Fertile%20Ground.pdf>

<sup>11</sup> *A global study of primary English teachers' qualifications, training and career development* (2012) Emery, H. University of Essex

<sup>12</sup> Haq and Islam (2005) *Teacher Motivation and Incentives in Bangladesh – A Situation Analysis*  
[http://www.eldis.org/vfile/upload/1/document/0709/Teacher\\_motivation\\_Bangladesh.pdf](http://www.eldis.org/vfile/upload/1/document/0709/Teacher_motivation_Bangladesh.pdf)

*quarters of primary school teachers and half of secondary teachers are trained*'. In addition, there was no national quality assurance system:

*'The general view which emerged from interviews with stakeholders is that, teacher training in Bangladesh is not adequately linked to what teachers need to survive the difficult and challenges conditions of teaching and learning... In-service training is sporadic and teacher support at school level is weak.'*<sup>13</sup>

In terms of gender balance, *'women account for only 36 percent of primary and 16 percent of secondary school teachers'*. In order to redress this, the government had stated that 60% of new teaching positions would be reserved for women and efforts have been made to encourage more women to become teachers and more girls to attend school. In addition, the researchers note that only 40% of children completed five years at primary school, with significantly fewer girls than boys completing their primary education. This results in a very high percentage of adults with very low levels of basic literacy and numeracy.

Recent studies have shown that although English is taught in virtually all Bangladeshi secondary schools as a compulsory subject, the quality of the teaching is poor, with teachers who, for the most part, have limited English language proficiency and who teach predominantly in Bangla<sup>14</sup>. Therefore, it is not surprising that the majority of Bangladeshi students leave school unable to speak English resulting in a huge growth in private language schools catering for adults who wish to learn English particularly to improve their career prospects and/or for migration purposes. In addition, as girls are less likely to finish their schooling than boys, this also impacts on their proficiency in English as adults.

Thus, women generally have a lower level of English pre-migration than men. In a research project carried out in 2009 (Hashem & Aspinall), the authors found:

*'The evidence would suggest that as the Bangladeshi women in the study had much lower levels of educational attainment than the men – that this affected their chances of learning English pre-migration. .... There was a notable difference between English acquirement before arrival between the men and women, which was in part due to the discrepancy in educational background and experience of Bangladeshi women. Although these women had all attended at least primary school, they had not attained any specific educational qualifications, thus further highlighting the fact that levels of English acquired before arrival bear a strong correlation with educational attainment from home. It has been noted by Shields and Wheatley Price (2003) that English language acquisition is strongly affected by factors such as educational background'*

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<sup>13</sup> Haq and Islam (2005) *Teacher Motivation and Incentives in Bangladesh – A Situation Analysis* [http://www.eldis.org/vfile/upload/1/document/0709/Teacher\\_motivation\\_Bangladesh.pdf](http://www.eldis.org/vfile/upload/1/document/0709/Teacher_motivation_Bangladesh.pdf)

<sup>14</sup> English in Action Baseline Studies, 2009

Growing concern over *'the continuing deterioration in the standard of English language teaching'* in the country led to a revised English curriculum in secondary schools in the mid-1990's. The National Curriculum and Textbook Board (NCTB) introduced 'Communicative Language Teaching' (CLT) *'with the hope of developing a workforce with "communicative competence" in English'*.<sup>15</sup>

Data gathered during classroom observations in Bangladesh in February 2009 (as part of the English in Action Baseline Study 3) revealed that, in most schools, teachers used a very traditional book-oriented method of teaching English. *'The pedagogic approach adopted in most lessons observed did not encourage a communicative approach to learning English'*.<sup>16</sup> This is not surprising as in two-thirds of the lessons observed as part of the study, the teacher spoke in Bengali far more than in English, *'only a small proportion of students spoke in English during a lesson'* and, in most classes, *'students were not interactive at all; rather they were very passive learners.'*

Another EIA report<sup>17</sup> into materials for teaching English concluded that *'the quality remains poor and many books are superannuated old series from England'*. Moreover, the emphasis was on grammatical structures, outmoded exercises and often-outmoded vocabulary. Some sections were *'incomprehensible, not relevant or contextualised and contain little to help students or teachers to become better learners and speakers of English.'* To address these issues, the BBC EIA baseline synthesis report 2009 recommended providing 'remedial' adult ELT materials *'to undo bad habits and promote better ones'* and suggested supporting learners into modern ELT activities and practices.

Internationally-funded projects, such as the BBC Janala Amar Engreji Course, have sought to offer innovative ways of teaching English to as many people as possible. BBC Janala is part of *English in Action*<sup>18</sup> (a collaboration between the UK Government and the Government of Bangladesh), a 9-year English language programme which aims to raise the English language skills of 25 million Bangladeshi primary and secondary students and adult learners through the use of communicative language learning techniques and the use of ICT, books and materials.

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<sup>15</sup> *Repositioning of CLT from Curriculum to Classroom: A Review of the English Language Instructions at Bangladeshi Secondary Schools*, International Journal of English Linguistics, Vol. 2, No. 4; 2012

<sup>16</sup> *An Observation Study of English Lessons in Primary and Secondary Schools in Bangladesh*, Baseline Study 3, English in Action, 2009

<sup>17</sup> *An Audit of Current Materials for teaching English in Bangladesh*, Baseline Study 4, English in Action, 2009

<sup>18</sup> <http://www.eiabd.com/eia/>

## 2.2 Teacher training in Bangladesh

*Currently there is a critical shortage of English language skills, both throughout Bangladeshi society and within the teaching profession.*

(English in Action Across Bangladesh, Clare Woodward, April 2010)

A 2012 study by Mollah Mohammed Haroon Ar Rasheed found that although English was taught as a compulsory school subject throughout primary and secondary school, '*public examination results indicate that students perform poorly in English*'. It is recognised that this is partly attributable to the lack of teacher training and traditional approaches to English teaching and learning used in schools which have not prioritised communicative competence.

Further recent research<sup>19</sup> identified that although some secondary school teachers have received training to teach English through projects such as the 'English Language Teaching Improvement Project (ELTIP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP), and communicative language teaching (CLT) approaches are an agreed priority, teachers continue to use traditional methods of teaching English (such as grammar-translation) which emphasise linguistic competence rather than oral communicative competence. Podder concluded that this was because students' English listening and speaking skills were not required to be assessed as part of the national secondary school exam system:

*'As a result, most Bangladeshi students usually pass the Secondary School Certificate (SSC) examinations with good grades in English, although these grades are awarded on the basis of only reading and writing skills assessment ...[and] students' grades are not reflected in their real-life English use beyond the classroom....*

*...The Bangladesh secondary English curriculum does not include the assessment of listening and speaking skills, although the curriculum document gives a mandate to teachers to practise and assess all the four language skills – listening, speaking, reading, and writing. The study also indicated that teachers taught English mixing with Bangla language; they had not been trained to assess listening and speaking skills.'*

Moreover, the majority of teachers in the schools sector do not possess the skills to teach speaking effectively. EIA Baseline Study 5, the audit of English language teacher training and adult provision, revealed serious concerns with the poor level of communicative English of teachers, trainers and materials developers.

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<sup>19</sup> M.Ed Thesis '*Barriers and Enablers for Teachers Assessing Listening and Speaking Skills at Secondary level in Bangladesh*', Ranjit Podder, 2011, University of Canterbury, NZ

*'A degree in English does not prepare people to teach others how to communicate fluently in English. If the trainers are not confident and skilled enough to model fluent spoken English, then teachers cannot be expected to do so with their students.'*<sup>20</sup>

In the post-schools sector, however, some trainers are highly qualified with Masters degrees and CELTA qualifications although many still experience problems with fluency. There are limited opportunities for subject-specialist English language training in Bangladesh, for example, the British Council in Dhaka is the only centre in the country which offers the internationally-recognised Cambridge Certificate in English Language Teaching to Adults (CELTA), TKT modules and DELTA. There do not appear to be any other centres offering higher level diploma-level qualifications, Trinity CertTESOL or in-service Certificate in English Language teaching (ICELT); the ICELT training offered through the TaLE project was the first of its kind in the country.

In spite of these challenges, there is significant interest in professional development: the Bangladesh English Language Teachers' Association (BELTA)<sup>21</sup>, based at the University of Dhaka, is affiliated to IATEFL<sup>22</sup> and offers occasional workshops and CPD opportunities. UKBET has been running extremely popular communicative English language teacher training courses for local teachers of English in and around the Sylhet district since 1999<sup>23</sup> and is also a member of IATEFL.

The teachers in this study identified a genuine need and desire to develop their own teaching skills as well as fluency and confidence in oral English as they habitually teach English mixed with Bangla, resulting in students having reduced opportunities to develop their own speaking and listening skills in English. Therefore, in order to support the target group for this project to develop their skills, knowledge and confidence in English and prepare to take an active part in life in the UK, a high quality teacher training programme was considered to be essential.

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<sup>20</sup> EIA Baseline Study 5 (2009) *An Audit of a range of English language teacher training and adult provision*

<sup>21</sup> <http://www.belta-bd.org/aboutus.php>

<sup>22</sup> International Association of Teachers of English as a Foreign Language [www.iatefl.org](http://www.iatefl.org)

<sup>23</sup> <http://www.ukbet-bd.org/>

## 2.3 Learning English as an adult in Bangladesh

The fact that many adults in Bangladesh have studied English throughout their secondary education and passed the English component of their SSC (Secondary School Certificate) exams (if they completed their secondary education), does not adequately prepare them to take and pass a speaking and listening exam in English. This is particularly true in the case of women. Consequently, there has been a boom in the adult ESOL market – coaching centres are a growing industry in the country as adults recognise the importance and value of English language communicative competence, fluency and accreditation for a wide range of personal, financial, academic and professional reasons. Given that a recognised and approved qualification is a requirement to support a UK visa application<sup>24</sup>, learning English at a centre which is an approved exam centre (or affiliated to a registered exam centre) offering one of the Home Office approved English/ESOL qualifications is very important.

The most established awarding body in Bangladesh which offers the qualification necessary for a spouse visa application is City and Guilds and their Entry 1/A1 certificate in Spoken English is widely available. The British Council is the only organisation offering IELTS and the Cambridge English suite of international ESOL qualifications.

Consequently, for Bangladeshi women who need to take and pass an English speaking and exam to support a visa application, there are a number of significant issues:

- the cost of English/ESOL courses at private language schools
- distance/travelling to classes
- limited availability of classes – as some towns may only have one or two providers, if any, which only run classes when there are enough registered students at the same level to make a class financially viable
- limited skills and experience of language school English teachers
- inadequate preparation for ESOL qualifications.

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<sup>24</sup> <http://www.ukba.homeoffice.gov.uk/visas-immigration/partners-families/citizens-settled/spouse-cp/apply-outside-uk/>

## **2.4 Organisation of TaLE classes and the teacher training programme**

The TaLE project built on the success of the *Preparing for Life in the UK* (PLUK) programme, part of the *Welcome to the UK* project. The aim of the PLUK programme was to support Bangladeshi women who were planning to settle in the UK to prepare for migration and successful integration in the UK. The programme included training for local secondary school teachers and UK volunteers in the delivery of PLUK workshops in the Sylhet region of Bangladesh. Over a three-year period, nine bilingual British Bangladeshi female UK volunteers and several Bangladeshi teachers of English worked together to run bilingual pre-departure topic-based PLUK workshops for women designed to be delivered in both Sylheti/Bangla and English, in order to maximise understanding and participation, but also to provide targeted English language practice linked to the topics.

Several teachers involved in the PLUK programme continued to develop their skills by joining the TaLE programme and some of the women learners enrolled in the TaLE ESOL classes.

### **TaLE project Year 1**

In Year 1, four TaLE ESOL classes were set up to provide integration-focused ESOL courses and to provide teaching practice opportunities for the teacher trainees. 55 women learners were interviewed and assessed, and 53 were enrolled onto the TaLE ESOL courses. The courses were run at three language centres in areas with locally-identified high levels of migration to the UK – in Sylhet itself and two district towns, Bishwanath and Moulvibazar. The TaLE ESOL classes ran from February 2013 until end of June 2013, taught by the teachers taking the TaLE teacher training programme who worked together to plan and deliver the sessions.

The Year 1 TaLE project teacher-training programme consisted of two three-week short courses of high quality teacher-training in the Sylhet area (using UKBET as a base), delivered by two experienced St Giles trainers from the UK. The courses were designed to respond to identified teacher training and language fluency needs and to the local ESOL teaching context (with particular reference to the project's main target group), and it aimed to prepare teachers for internationally-recognised accreditation. The Cambridge Teaching Knowledge Test (TKT)<sup>25</sup> was selected as being the most appropriate course content and accreditation, due to the fact that it gives inexperienced teachers a core foundation in all areas of English language teaching and is also suitable for experienced teachers who can use it to demonstrate their knowledge.

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<sup>25</sup> <http://www.cambridgeenglish.org/exams-and-qualifications/tkt/>

TKT consists of three modules which are assessed by multiple choice questions: Module 1 focuses on knowledge of language and how language is taught and learned; Module 2 deals with planning lessons and using resources for language teaching; Module 3 focuses on managing teaching and learning.

Local teachers who wished to develop their knowledge, skills and confidence in English and in teaching English to adult women intending to settle in the UK were invited to apply for a free place on the TaLE project's Year 1 TKT accredited teacher training courses. Applicants were required to undertake a detailed assessment test at the UKBET centre followed by Skype interviews with the St Giles trainers in the UK. Thirteen teachers were offered places and successfully completed the teacher-training courses.

Of the teachers who started the training, eight were women (this is much higher than the national average in terms of national gender balance amongst teachers). The youngest teacher was 22 and the eldest 53. The range of prior teaching experience was wide – from less than one year to more than 28 years. Some were also teaching in English medium schools whilst others taught in government secondary high schools, and a couple taught in private language centres. Four had done one or more of the TKT modules previously.

In their applications, teachers were asked to provide information about their teaching experiences, their strengths and developmental needs. Many expressed the view that they were good teachers who tried hard to meet their students' needs and provide interesting lessons. However, they were aware of the difficulties of motivating students and of developing speaking and listening skills, which reinforces the findings in the study mentioned above. As one teacher said:

*'My students are not good at four skills of English language learning. They can read and write well but they face problems with speaking and listening.'*

The first TKT teacher-training course took place in February/March 2013, with the second block in April/May 2013. However, due to the large number of 'hartals' (national and regional strikes) and additional disruption caused by power cuts, it proved difficult to follow the planned schedule and only a few of the planned observations of teachers in the ESOL classes could take place. With support from UKBET, the trainers had to make adjustments to the planned observation programme, replacing 'live' teaching practice observations with 'peer teaching' observations. Although it was therefore not possible to observe the teachers working with the ESOL learners as planned, peer teaching observation was found to provide valuable learning opportunities for the teachers and trainers.

## TaLE project Year 2

In Year 2, eight TaLE ESOL courses were run in 5 towns in the Sylhet region to provide integration-focused ESOL courses for the main target group and teaching practice opportunities for the teachers on the TaLE teacher training programmes. 84 women learners were interviewed, assessed and enrolled onto the TaLE ESOL programmes at language centres in Bishwanath, Moulvibazar, Beanibazar, Golapgonj and Sylhet. The classes, which ran between September 2013 and April 2014, also supported the women in their preparation to take ESOL exams. Fortunately, the political situation was more settled during this period and therefore the training and ESOL courses were not disrupted by 'hartals'.

In order to maximise the capacity building impact of the project, the provision of a progression route for Year 1 teachers and the opportunity for teachers to gain internationally recognised TESOL qualification continued to be priorities. The second year of the TaLE teacher-training programme included two accredited ICELT Module 1 training blocks (January/February and April 2014) as a progression route for some of the year 1 teachers and two further two-week blocks leading to TKT accreditation (in October 2013 and February 2104) for a new cohort of teachers. Each course was delivered by two highly-experienced trainers from St. Giles International in the UK.

As a direct result of the training needs identified for teachers who had taken the TKT course in Year 1, Module I of the Cambridge ICELT was chosen as the most appropriate progression route. ICELT is a stand-alone, internationally recognised qualification which seeks to develop professional language and communication skills in English<sup>26</sup>.

Assessment takes the form of six tasks, internally assessed and externally moderated by Cambridge ESOL, including a self-analysis of an audio- or video-recorded lesson. Again, following a rigorous assessment and interview process, eleven of the Year 1 teachers were offered places on the ICELT training programme.

As in Year 1, local teachers who wished to develop their knowledge, skills and confidence in English and in teaching English to adult women intending to settle in the UK were invited to apply for a free place on the Year 2 TKT teacher training courses. Following interviews and assessment sixteen teachers were recruited and they successfully completed the teacher-training course. Of the sixteen, only four were women, which is more in line with national statistics on female teachers (see p.11). The youngest teacher was 22 and the oldest 54. As in Year 1, the group varied in the amount of experience of teaching English, the range of classes and contexts, and their academic qualifications. Some had a Master's Degree in English whilst others had few qualifications in English.

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<sup>26</sup> <http://www.cambridgeenglish.org/images/icelt-leaflet-2013.pdf>

### 3. Research design

This is a small scale qualitative piece of research, undertaken in Bangladesh, which aimed to explore participants' experiences and views of the TaLE programme, and to identify the impact of the programme on their skills, knowledge and confidence with regard to ESOL teaching, learning and future integration in the UK. Both qualitative and quantitative data was collected by a range of people involved with the project.

Quantitative data was collected through an analysis of learner and teacher pre- course/ training assessments including teacher Skype interviews, TaLE ESOL and teacher training feedback and evaluation sheets. This allowed for some cross referencing and triangulation of the findings in the analysis.

The qualitative data was collected through focus groups and semi-structured interviews in Bangladesh and the UK. Sylheti/Bangla and English were used for the focus groups and interviews in Bangladesh. Focus groups were held with teachers and learners (who agreed to be part of the research process), facilitated by two trained researchers from the UK. These were central to the research approach and designed with the aim of providing participants with an opportunity to express their own views and ideas. The focus groups were supplemented with semi-structured interviews designed to provide participants, partners and stakeholders with an opportunity to further provide data relevant to the overall aim of the research while not overly constraining their ideas and views. We asked learners for their views about their ESOL classes, teachers for their views about the training courses, and local stakeholders for their views on programme planning and quality assurance. The trainers' reports gave further insight into the impact of the training on teachers and learners.

Interpreters were used where necessary when undertaking the focus group discussions and interviews to obtain a full picture of participants' views and ideas. Data gathered in Bangla/Sylheti was translated and written up in English. While the focus of the research was to capture the participants' 'voice', the final collation of the feedback is an interpretation of the participants' perceptions captured through a variety of sources.

### **3.1 Year 1 research**

In Year 1, one focus group was held with 13 teachers in Sylhet, two learner focus groups took place in Bishwanath and Sylhet, one language centre manager and one female teacher were interviewed, and a key stakeholder was interviewed by Skype.

In the teachers' focus groups, participants' responses were noted by the researcher and later categorised to inform this report. Some additional prompts were needed to take account of the fact that most of the teachers had not been observed working with the ESOL learners and had undertaken peer observations instead. This was due to the disruption to the schedule caused by the 'hartals' (strikes) and power cuts and therefore the teachers' responses need to be interpreted within this context.

### **3.2 Year 2 research**

In Year 2, the same principles were followed and focus groups/interviews took place in Bangladesh in October 2013, February and April 2014. In October, focus groups took place with two groups of TKT teachers and one group of ICELT teachers. In February, focus groups took place with two groups of learners (one in Bishwanath and one in Sylhet), one group of TKT teachers and one group of ICELT teachers. Two language school directors were interviewed individually, one in Bishwanath and the other in Sylhet. In April, further data collection took place: one focus group was held with a group of learners and another with a group of ICELT teachers, two TKT teachers were interviewed individually, and three stakeholders (UKBET staff) took part in a semi-structured interview.

## **4. Impact of the TaLE project: main findings**

The research findings present the views of the research participants and use their voices to present key points wherever possible. By the end of Year 1, it was evident from what the teachers, learners and stakeholders told us that the programme was having a positive impact in relation to:

- the learners' motivation in learning English, particularly in relation to life in the UK
- the development of teachers' knowledge and skills in teaching English to adult women
- the stakeholders and their organisations

These findings were strongly reinforced during Year 2. It was apparent that the TKT and ICELT training courses had an extremely positive impact both on the teachers, who were able to put into practice what they were learning, and on the learners, who were able to benefit from more motivating and relevant lessons which would help them integrate more fully into life in the UK.

## 4.1 Building on the recommendations from Year 1

We built on the findings and recommendations of Year 1 as detailed below:

- For learners, we increased the use of integration-focused, topic-based class content and authentic and contextualised materials and activities. The British Council ESOL Nexus materials, Welcome to the UK toolkits, Skills for Life ESOL materials and the new ESOL topic-based units produced through the TaLE project<sup>27</sup> were all used extensively in Year 2.
- With regard to teachers without previous experience of EIF work in Bangladesh, an introductory workshop was scheduled into their training programme.
- The use of authentic and integration/citizenship focused ESOL materials during training sessions helped familiarise the teachers with these topics.
- Teachers worked together to plan and run the TaLE ESOL classes.
- A peer observation programme was set up to help teachers maintain progress outside the scheduled training courses and enable them to 'put theory into practice'.
- ICELT was chosen, rather than CELTA, as the most appropriate progression route for Yea1 teachers based on training needs identified in Year 1.
- The TKT and ICELT training programmes were tailored to the varied needs of the participants; the trainers supported the teachers in developing their skills in lesson planning and language teaching methodology, encouraging them to use a variety of lesson structures and approaches.
- Teachers benefitted from observing the trainers and the way they delivered their sessions using 'loop input' i.e. the trainers modelled the approaches which the teachers were being exposed to.
- UK teacher trainers became more familiar with the ESOL approach and ESOL resources by observing a class in London. This gave them an increased awareness of ESOL contexts, levels, resources and learners.
- Two of the trainers were able to observe English teaching in a Bangladeshi school and one trainer was able to observe a TaLE teacher in his school teaching context in Bangladesh, giving the trainers a greater awareness of the challenges facing teachers of English in the schools sector.

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<sup>27</sup> See the Learning Unlimited website for the three TaLE project ESOL topic-based units; ESOL in the UK; Staying safe at home; Staying safe outside the home:  
<http://www.learningunlimited.co/projects/tale>

## 4.2 The impact on learners

From the initial assessments and interviews carried out when the learners enrolled on the TaLE ESOL programmes in Bishwanath, Moulvibazar, Beanibazar, Goalabazar and Sylhet, it was evident that all of the women had been to school, had learnt some English and most had passed either SCC or HSC<sup>28</sup>. Although they were all able to fill in the simple TaLE writing task as part of the ESOL initial assessment to a greater or lesser extent (see Appendix 3), it appeared that the vast majority (98%) were working towards A1/Entry 1<sup>29</sup>. As was also suggested by the studies referred to in Part 2, most participants had very limited speaking and listening skills.

Some of the women were married whilst others were engaged to be married; and a few of the women had children. Most were in their twenties with a few in their teens or thirties. Overall, the women appeared to be very positive about moving to the UK and used words such as *'excited'*, *'fine'* and *'feel good about it'*, expressing the intention to be *'an ideal housewife'* or *'good homemaker'*. Naturally, there were some anxieties too:

*'I feel nervous but I feel also good that I will meet my husband in the UK'*

*'Excited, but it make sad to remember, as I will leave my parents and relatives'*

They all planned to apply for UK citizenship and were confident about getting it.

With regard to future plans, some said they wanted to get a job, others that they wanted to go on to further education or that they were not sure. Some were more specific, for example, one woman said she wanted to *'earn money by sewing clothes'* and another said she wanted to work in a restaurant or do child-minding. One woman who was in the third year of a BA degree course said she wanted to be a teacher.

As with the previous EIF project, some women also reported that they wanted to be good wives, mothers or daughters-in-law and that future plans would be dependent on their husbands and parents-in-law.

In order to identify the programme's impact on the learners, several focus groups took place in the Sylhet region in both Year 1 and Year 2. Each group was facilitated by a member of the research team, with the assistance of a translator. Notes were taken and later written up.

All the groups of learners said that they were attending the classes in order to improve their English, prepare for life in the UK and to help get their visa. One Year 1 group was very clear about the differences between the TaLE ESOL classes and other English classes they had attended. They reported that in other classes, teachers spoke in Sylheti most of the

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<sup>28</sup> Secondary School Certificate, Higher Secondary Certificate

<sup>29</sup> Skills for Life ESOL levels <http://www.excellencegateway.org.uk/node/1516>

time, did not use pictures and the focus was on reading and grammar. In contrast, the teachers in the TaLE classes spoke in English all the time and were very friendly and helpful; they used visual aids and the learners worked in pairs or groups, which made the lessons much more interesting and fun. These comments were echoed by other groups in Year 2.

When asked what they liked about their classes, learners were very positive about the materials, topics, teaching methods and approaches used. Many said that their speaking and vocabulary had improved, and that they now felt confident about asking questions:

*'Teachers are friendly and helpful'*

*'Now I can understand English and make questions'*

*'The classes are interesting. Teachers show pictures and ask us questions, we do different activities, pair work.'*

*'Students participate in classroom activities (e.g. matching cards) – this helps us to learn better'*

Similar responses were given in the Year 2 focus groups. For example, all the learners in one group were unanimously positive about their TaLE ESOL course and they identified pronunciation, speaking and conversation practice as the most important aspects. Grammar was also considered important, as were topics such as women's health.

*'The teachers of our class are very good.'*

*'I learn many new words. It improve our knowledge ... I love my class.'*

*'I think it helps us in our future.'*

*'The class was full of fun.'*

In a Year 1 focus group, one learner spoke about the 'visual approach' and said that she thought they could learn more easily that way. Two of the key differences they identified between the TaLE classes and other ESOL classes they had attended were that the TaLE teachers spoke only English in class and that the focus was on preparing for life in the UK:

*'TaLE teaches us about life in the UK but other courses only teach language'*

*'I learn many things from this class about life in the UK. I enjoy this class very much.'*

*'In other classes, the teachers use Bangla – in TaLE classes it is all in English'*

The participants appreciated the fact that the TaLE materials all related to practical things in UK life, e.g. going to the doctor, transport and health:

*'Materials are interesting – they are related to aspects of UK life which is very interesting and useful'*

*'We learn how to keep our house safe, how to call police and emergency. It was very useful lesson.'*

In response to being asked what they had learnt about the UK, learners gave examples such as going to the doctor, making an appointment, buying a bus ticket, going to a department store, reading signs, going shopping, and filling in forms. In one group, the learners said that before coming to the classes they were worried about going to the UK but, having attended the classes, they now felt much more confident about their English and their ability to communicate when they arrive; they had gained knowledge of British culture as well as opportunities in the UK:

*'We know better where to go in UK – signs, doctors, buying tickets for the bus'.*

*'... much more confident now'.*

These views were reinforced by the Year 1 and Year 2 teachers' focus groups, in which similar comments were made. For example, teachers commented that learners were actively involved in pairwork, more engaged, more confident in speaking and enjoyed the friendlier and more relaxed atmosphere in class. All the teachers believed that the women felt far more confident about going to the UK, were better prepared to cope in different situations and many were keen to find a job.

Learners were also aware that attending ESOL classes in Bangladesh was just the first step and that they would need to join an ESOL class in the UK to continue developing their language skills, especially if they wished to apply for settlement.

With regard to anything they did not like or improvements that could be made, a few learners suggested that the teachers should speak Bangla sometimes:

*'... when we don't understand ... TaLE classes are more difficult because the teachers only speak English.'*

In Year 1, the trainers were not able to observe the TaLE ESOL classes as planned due to political unrest and disruption caused by 'hartals' (strikes), and peer observations took place instead. Fortunately, in Year 2, the observations were able to go ahead as planned and trainers undertook approximately 12 observations of classes. Feedback was given to the teachers which enabled them to develop their skills in planning and delivering stimulating lessons based on CLT (communicative language teaching) methodology. As trainers reported:

*'The ESOL learners were obviously enjoying the lessons we observed and they improved their language skills and confidence in preparing for life in the UK.'* (Fran, Trainer report, 1.5.14)

*'The learners ... seemed to really appreciate the opportunity to speak with their peers as opposed to listening to the teacher holding forth. They also seemed to benefit a lot more from being an active participant in the learning process.'* (Simon, Trainer Report, 12.03.14)

*'The implementation of student centred activities greatly benefitted the development of the students.'* (Simon, Trainer Report, 6.11.13)

*'... they (learners) found the lessons engaging and enjoyable.'* (Nick, Trainer Report, 1.11.13)

The TaLE ESOL course evaluation forms completed by every learner supported these findings. Of a sample of two different courses in 2014 (24 completed forms), 79% of the learners felt that the course had helped them practise for their speaking/listening exam 'a lot', with the remainder believing that the course had helped them 'quite a lot' with this aspect. More than 62% felt the course had helped them 'a lot' with learning about life the UK, with 33% feeling it had helped them 'quite a lot' and only one learner 'a little'. With regard to the course helping them speak in English, the same percentages were reflected.

In terms of exam success in Year 1, 36 women learners took and passed an Entry 1/A1 ESOL Speaking exam and one passed at Entry 2/A2. In year 2, 69 women learners took and passed an Entry 1/A1 Speaking exam, and one passed at Entry 3/B1.

Over the two years of the project, targets for learners were exceeded: 138 ESOL initial assessments were carried out (target 120), 12 ESOL courses took place (target 10) and over 100 women took an exam (target 50).

As a result of attending the TaLE ESOL classes and passing an exam, many of the learners joined the BBC Jamala language club run by UKBET in Sylhet and/or took a basic computing course.

### 4.3 The impact on teachers

*'I have changed my philosophy, I have changed my points of view, my approaches. Everything has changed. It's been a life-changing experience. It is like a rebirth for me as a teacher.'* (TKT teacher, Focus Group, February 2014)

The teacher training courses clearly had a profound and life-changing effect on some individuals. Moreover, they presented a huge challenge for the majority of the teachers who were introduced to totally new teaching methodology and concepts. Teachers needed not only to learn about CLT methodology but also to put into effect what they were learning, all within a very short time. As one trainer observed:

*'The challenges that had to be overcome ... were mainly connected to the way in which the trainees themselves had been educated and the over-riding belief that the teacher orates and the students remain passive.'* (Simon, Trainer Report, 6.11.13)

In Year 2, teaching observations took place in October 2013 and February 2014. Lessons covered topics such as the NHS, going to the library, education in the UK, joining an ESOL class, health, staying safe, and charity collections.

In terms of teaching skills development, it was clear from the lesson plans, materials and the trainers' detailed feedback that the teachers made significant progress in the following:

- interacting with students in a more positive way – giving praise and encouraging speaking
- writing lesson plans with aims, staging and procedure clearly set out
- using pair and group work, and focusing on pronunciation/drilling
- eliciting and concept-checking
- creating and adapting materials, and devising their own tasks and worksheets
- using integration/citizenship focused ESOL materials, such as those from the Welcome to the UK project, the British Council ESOL Nexus website and the three ESOL topic-based units developed as part of the TaLE project; ESOL in the UK, Staying safe at home, Staying safe outside the home.

In addition, teachers carried out peer observations between the TKT blocks as a way of supporting each other in continuing their own development.

In their reports, trainers noted the positive impacts of the training:

*'... told us that the course had had an immediate and significant effect on the way they (trainees) teach. ... lessons we observed were coherently staged, communicative and relevant to the learners' needs. ... for many, the approaches looked at on the course represented quite a significant shift in their attitude to teaching and to their learners.'* (Nick, Trainer Report, 1.11.13)

*'They felt more confident in applying a communicative methodology in the classroom. They responded very well to new ways in which to manage their classrooms.'* (Simon, Trainer Report, 6.11.13)

*'I believe that our training had a direct impact on the effectiveness of the teaching that I saw and therefore on the learning of the ESOL students in those classes.'* (Nick, Trainer Report, March 2014)

*'All the learners were relaxed and very open with the teachers who made steps to break down a few barriers. .... several of the teachers have gone a long way towards breaking down this feeling of distance. Others still have some way to go.'* (Mike, Trainer Report, 3.3.14)

*'They felt very happy to have been exposed to such a rich vein of techniques in order to teach communicatively and also to entrust so much more learning to their students. ... a greater awareness of varying approaches had changed how they taught in the classroom.'* (Simon, Trainer Report, 12.03.14)

One of the trainers, who had been involved in three training courses over the two year period, noted the progress teachers who attended courses in Year 1 had made in their development over the two years:

*'The teachers were so receptive to the methodology and responded to the new ideas with such enthusiasm. They may not have implemented them fully in the first year but I could see a noticeable different in year 2 in the way they taught. ... ICELT was a very practical course and .... therefore they found it all extremely useful.'*

*'Having been on 3 visits over the 2 year project, I was able to see a marked difference in the teaching style and approaches used in the classroom. It was very rewarding to see the techniques that were introduced during the TKT course being used and the increased confidence in the way the teachers used them. The teachers have clearly embraced the new teaching ideas and fully taken them on board.'* (Fran, Trainer Report, 1.5.14)

## **Year 1 teacher feedback**

The teachers who participated in the focus groups were highly positive about all aspects of the training courses. They identified many benefits relating both to their own development as teachers and to their students:

*'Got lots of ideas to prepare my lesson'*

*'I can manage my time by making lesson plans'*

*'I started to drill new words in my class. Students are learning and enjoying'*

*'After completing the session – now I feel more confident to involve my students in my lesson'*

Although some faced significant challenges in their regular teaching situations, notably dealing with exceptionally large groups, more than one teacher commented on how the new skills, knowledge and techniques they had acquired had helped them with teaching in general. Several participants asserted that they had become more confident teachers as a result of the course and that this would, in turn, benefit their learners.

Teachers also indicated that although the training courses were fairly short, they had been effective in enabling them to achieve a transition in their professional practice in the areas of planning and staging lessons and working interactively with their students (i.e. in relation to identifying and addressing differentiated learner needs and involving learners in the lessons).

The effective use of visual aids of various kinds seemed to have been a particularly enlightening area of exploration for the teachers:

*'I used visuals and flash cards to elicit the new words related to a new topic'*

The practical nature of the courses was likely to be a key factor here: one teacher commented on the way in which she had received an immediate positive response from her students and another stated that she had never before had such positive feedback.

Teachers found the peer teaching difficult at first and they were self-conscious, but they also thought that it was very valuable. One teacher made the point that being appraised by other teachers is useful in a different way from feedback from learners as they are doing the same job.

Teachers said that they felt the TaLE ESOL classes were more enjoyable because there was an opportunity to undertake activities in smaller groups and use more visuals. They found the female adult ESOL learners '*attentive and serious*' and more motivated to learn because they had a specific objective – to move to and settle in the UK. They had also seen improvements in the women's confidence in speaking English as their language skills gradually developed.

Further examples were identified which illustrated the impact of the teacher training on the teachers:

- One teacher gave a lesson focussing on a shopping mall – she asked questions about shopping to set context and get students thinking about the topic. She also used the whiteboard. She had never before had such positive feedback from students.
- One teacher shared her experience of using concept-checking and information-checking questions: she explained how these were a good mechanism for confirming that everyone had understood what to do. In the past, she wasted lots of time before identifying and supporting slower learners who had not understood the instructions when they were first given.
- A teacher who had very large groups and found it impossible to give individual attention to students said that the course had provided strategies to help him, e.g. small group, pair work and drilling.
- One teacher said that she formerly used a very teacher-fronted/teacher-led approach. She now involved students in the lessons and made the lessons much more interactive.
- One teacher said that she had never used the blackboard before. Now she used it all the time – she organised the board and made it colourful.
- More than one teacher stated that they had previously put information on the board and then drilled. Now they had started to teach orally and build the concept, and then write on the board as the final step.
- One teacher explained how he had used colours to illustrate stress in words – he also found this a useful way of getting his own understanding clear before teaching.
- More than one teacher felt that stress and intonation was challenging and that the course had helped them to make progress in that area.

In a follow-up interview with one of the teachers who had also worked on the *Welcome to the UK* project's PLUK workshop programme, the teacher commented that working with the women learners was *'one of my best experiences'*. They were happy and interested, and eager to learn how to use English in their practical life - *'fruitful'* was the word she used to describe this. She had seen the learners progress and improve and she felt much more confident in her teaching abilities after *'practising teaching'* with the two trainers. She had learnt how to use different kinds of concept checking questions and was keen to continue to undertake more training in order to improve her skills. For a summary of the Year 1 teacher feedback on the impact of specific areas of the teacher training programme on their personal development and on their ESOL students, please see Appendix 6.

### **Year 2 teacher feedback**

In the Year 2 **TKT focus group**, the transformational nature of the training courses became increasingly apparent:

*'Before the TKT course, I didn't have any idea of how to teach or teaching methodology. When I came here and .... started the course, I found it very effective and it really changed my teaching style. It helped me a lot. It affects all aspects of my life – it improved my confidence, I can go anywhere, I can take any class, I can communicate with all the people wherever they are from. These are my thoughts.'*

*'It helped me to change my approach....It's helped me to change my attitude towards teaching. I have learned a lot of methodologies. It helped me learn a lot of things new, lesson planning, to encourage the students, to use more authentic material, use materials more effectively.'*

*'Lots of methodologies, lots of approaches were taught to us ... and these have changed our views on teaching, our thoughts, our ways of planning a class.'*

*'I think without taking TKT course a person can be a teacher. But a TKT course makes a person a better teacher, a best teacher. From what I learned here, the way I taught previously has totally changed. Now I am thinking about the students, how they will be improved and how they will be more challenged. The course helped me a lot how I changed my mind.'*

*'Some of us think teaching is profession ... for some of us it's a calling. In fact, here, it's like a rebirth of a new teacher. I am discovering myself.'*

*'This course made a huge change in my life....[it] helped me a lot.'*

*'Before TKT I was confused in preparing my lesson plan. TKT has given me guideline how to prepare a lesson ... now I am confident to manage my class ... now I am trying to motivate students in class.'*

Interestingly, one teacher commented on the irony that the TaLE teachers were teaching learners about life in the UK although they had never been there themselves! Although the main focus of the TaLE ESOL classes was not specifically just to prepare the women for ESOL exams, one language centre director reported that the learners who had attended TaLE ESOL classes coped much better with their ESOL exam preparation classes.

In order to gain an in-depth, more personal view, two TKT teachers were interviewed individually. One of the teachers (E.) also taught in a government school and had classes of 120 students. He reported that he had tried to implement some of the new teaching techniques with his huge classes although it was very difficult. As a result of the TKT course, the way he delivers his lessons has changed – he now uses students' names, encourages them to respond and has introduced group work. He found support from the TKT trainers invaluable: *'They taught me how to manage this. They visited my school, saw the environment, actually they taught me a lot. TKT has changed everything.'* Before, he reported he knew nothing about pronunciation and now he tries to improve his own pronunciation by practising on the computer. Attending the course had also helped E.'s career. He was the only teacher from his school to attend the course and he shared what he was learning with colleagues. With support from the school, he has started a language club and book reading group, and he is keen to develop further.

The second TKT teacher interviewed (M.) also reported the dramatic effect the course had had on his teaching and on himself personally. Before starting the course, M. said he *'knew nothing'* about teaching and that the course had affected all aspects of his life. It had improved his confidence and he had learnt about lesson planning, classroom management, giving instructions, teaching aids, how to interact with the students, etc. M. also learnt about pronunciation and found the phonemic chart useful as a way of improving his own pronunciation. An added benefit was that the 15 teachers in the group had formed a great bond – they had created a Facebook group to share ideas and keep in touch.

The Year 2 ICELT group were extremely positive about the training sessions and support given by the trainers. They had thoroughly enjoyed the course and their reflections were insightful and analytical.

*'Different insight into teaching, this has opened new horizons. See things from a different point of view. You can see positive changes.'*

*'As teachers, we have different gates of learning. ICELT opened the gate, it made us think about our own language.'*

*'For me, it opened different windows – I can assess myself as well'*

For more details of Year 2 teacher feedback, please see Appendix 7.

### **Year 2 end of course teacher evaluations**

For Year 2 TKT Part 1, 9 teachers felt the training programme had been 'excellent' and 5 rated it 'very good'. Many teachers expressed similar views regarding what they had learnt on the course: lesson planning, classroom management, phonology, techniques and procedures for teaching reading, vocabulary, grammar. Virtually all 15 indicated that they felt 'very' or 'quite' confident in planning and delivering TaLE ESOL classes and all indicated that the course would help them to support the integration of Bangladeshi women in the UK. For example, *'I can help them to build up their self-confidence and prepare them to face the life in an unknown land'* and *'This course has increased my level of confidence to support the integration of Bangladeshi'*.

In their evaluations for Year 2 TKT Part 2 in February 2014, 12 teachers rated the overall training programme as 'excellent' and 2 rated it 'very good', which clearly illustrates the overall success of the programme. Many comments were very similar to those above and teachers seemed more confident in using/adapting authentic resources and using real contexts. The courses appeared to have had a profound effect on several individuals, for example:

*'A life and attitude changing experience.'*

*'I will change the way of my teaching which I have already started and implement all that I have learnt so that the learners as well as the teacher are happy at the end of each class.'*

Regarding aspects of the course that could have been improved, some suggestions were:

- *Longer courses and more time to enable them to take on board new ideas/concepts*
- *At least two trainer observed teaching practice sessions*
- *Set an assignment between the two blocks*

The teachers' progress was also evidenced through the excellent TKT exam results in Year 2 with 100% success rate. All 15 teachers passed all three modules, mostly at band 3, with five teachers gaining band 4 (the highest level) in Module 1. This meant that they had demonstrated '*comprehensive and accurate knowledge ... of language systems and background to language learning and teaching*' and shown '*familiarity with the full range of concepts, terminology, practices and processes*'.<sup>30</sup>

For the ICELT Part 1 evaluation, seven teachers rated the overall training programme as 'excellent' (one incomplete form). All felt either 'very confident' or 'quite confident' regarding planning and delivering classes although two teachers were less confident in making/using a range of materials. Feedback was overwhelmingly positive, specifically the use of video recording for self-observation, reflection and analysis. This enabled the teachers to focus on their own language in class, the way they gave instructions and corrected students:

*'Recording of my class was most useful to me because I could find out my strengths and weaknesses after watching the video.'*

Regarding aspects of the course which could have been improved, a few comments were made which varied from a request for the same trainers in each block to more focus on phonology.

In their evaluations for ICELT Part 2, 100% of the teachers rated both the training and support from the trainers as being excellent. In addition the teachers particularly valued the opportunity to look at and improve their own use of language as teachers and to learn from each other through peer observations and self-initiated support sessions. Their feedback clearly demonstrated the significant impact the training had had on them as English teaching professionals and how much they valued this rare opportunity in Bangladesh to participate in training delivered by an international training team:

*'It is one of the best courses I have ever done.'*

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<sup>30</sup> TKT band descriptors <https://www.teachers.cambridgeesol.org/ts/teachingqualifications/tkt1-3>

*'We have achieved a lot of extraordinary knowledge and skills from this course'.*

*'Each and every task of this course was, in my opinion, very useful for my career'.*

As a consequence of participating in this training several of the trainees have subsequently been promoted at work or have successfully applied for more responsible posts. The training also helped to make significant impact in relation to teaching the main target group – Bangladeshi women planning to migrate and settle in the UK:

*'This has helped me immensely to grade my language according to the level of these Bangladeshi women planning to migrate to the UK. I am more confident in teaching the social norms or talk about different issues that might be useful to these women to integrate in the UK'.*

*'The things that I have learnt on this course are really fruitful to make our learners understand the classes are designed for the'.*

The trainees also valued the materials which had been developed to support the TaLE project as well as two other EIF projects; Learning Unlimited's Welcome to the UK project and the British Council's ESOL NEXUS project:

*'During our practice classes between the two blocks we used the materials which contained a lots (sic) of information about UK life. These helped then (the learners) learn English for a specific purpose. The materials from LU were excellent'.*

All of the trainees requested the opportunity for further training; the TKT group are very keen to undertake ICELT module 1 training and accreditation and the ICELT group specifically requested the opportunity to study for ICELT module 2.

#### **4.4 The impact on stakeholders**

TaLE project stakeholders in Bangladesh, including language schools and UKBET, the main delivery partner, all provided positive examples of the impact of their participation on the TaLE project.

##### **Language centre director, Bishwanath**

The director, who had also been involved in the PLUK programme, had already seen the benefits to his organisation from that project which had raised the language centre's profile. He therefore wanted to continue working with UKBET as it was a good way of promoting his organisation and recruiting more students. For the TaLE programme, the women learners were recruited mainly by word of mouth and recommendation. With regard to the project's impact, he had received very positive feedback from the students enrolled on the PLUK workshops and the TaLE ESOL courses. He strongly believed that their language skills were

improving and that they were very satisfied with their classes. He thought it would be a good idea to offer a spoken English course, focussing specifically on developing speaking skills. The language centre had a 'speakers' club' to encourage students to practise speaking.

### **Language centre director, Sylhet**

The director was very happy to be involved in the project although none of the teachers employed at his centre were attending the TaLE teacher-training courses. He felt this was because the teachers were too busy and that it was their decision. He would support them if they wanted to do some training. The TaLE ESOL classes took place twice a week at his centre and he had received very positive feedback from the learners. He said they were learning a great deal about life in the UK, they enjoyed the classes and were very happy with them. He also felt that having the classes at his centre was good for business: '*Students are happy so guardians and relatives are happy.... All are satisfied.*'

### **UKBET Project Manager, Sylhet**

The UKBET project manager and administrator were interviewed in both Year 1 and Year 2. UKBET had been involved in the earlier PLUK programme at a key organisational level which had given them considerable experience in working with language centres, teachers and learners. Involvement in the TaLE project, however, provided an opportunity to gain more experience of working with overseas organisations and a greater understanding of how to approach planning and implementing a project in a logical, methodical manner. Moreover, staff gained experience of working to the rigorous standards required by EU funding which would be helpful in administering future projects. Experience of running a large project had enabled UKBET to take on other project work, e.g. British Council book reading competition.

On a personal level, the UKBET Project Manager had gained skills, knowledge and experience by working closely with the trainers and observing how they prepared for and delivered the training sessions and organised the observations. He had taken the opportunity to gain the ICELT qualification himself and he believed that this would have a direct, positive effect on his career.

In discussion with the researcher in Year 1, the director described some of the barriers facing women learners:

- in some cases, they were reluctant to share information with male teachers and were more relaxed and happier with female teachers;
- the women often lived a considerable distance from a language centre – possibly one or two hours' travelling time.

- in order to attend ESOL classes, take an approved Speaking and Listening exam and apply for their visa, they needed financial support from their husbands and families. Thus, women were under considerable pressure to pass the approved Speaking and Listening exam and gain the certificate although if they had limited education and their level of English was low (which was the case most of the time) this proved to be a huge challenge. Women often need to attend ESOL courses over a substantial period of time as often had to take the exam two or three times, which was also very costly.

The Project Manager identified some of the key issues relating to ESOL teaching, learning and teacher training in Bangladesh. With regard to systems and processes for monitoring and evaluating the quality of teaching and learning at language centres, he confirmed there were none. Anyone can set up a language school as there is no accreditation body for language schools in Bangladesh, no requirement for teachers to be trained or qualified and no provision for in-house training. The UKBET Project Manager said that it was difficult to recruit high-quality teachers: some are recruited directly from English degree programmes at local universities, others may have taken IELTS or have an intermediate level of English:

*'Teacher training is most important.'*

Not surprisingly, therefore, the dearth of training opportunities meant that the training UKBET offered through the TaLE project was in great demand. Many local teachers had heard about the course through word-of-mouth and wanted to do the TKT qualification. The director believed that the teacher training programme had made a huge impact on the teachers – it *'was well received'*, the teachers were highly motivated and they had improved their skills. A further benefit of UKBET's involvement in the project was that they now had a list of better qualified and trained ESOL teachers on whom to call for future work.

In Year 2, the Project Manager felt that their involvement in the project had enabled UKBET to raise its profile and reputation not only in Sylhet but also in the towns that the TaLE ESOL classes had taken place. UKBET had made good links with other organisations, such as the language schools, who were keen to work with UKBET in future.

The links with St Giles Education Trust had led to plans for a future project working with rural teachers, with St. Giles providing a 'training the teacher-trainers' course to enable local teacher trainers to work with very poorly qualified rural English teachers on both their English language and teaching skills. The Director of the St. Giles Educational Trust had also become a trustee for UKBET following her visit to Bangladesh in Year 1

### **Benefits/outcomes for the teachers:**

- 9 of the TKT teachers from the course in year 1 progressed onto the ICELT course in Year 2 and many of the TKT teachers from Year 2 were keen to go on to an ICELT course if possible;
- 1 TKT Year 2 teacher has gone to live in Sunderland in the UK. St Giles is helping him to find suitable training so that he can continue to study and, hopefully, teach in the UK;
- 1 TKT Year 2 teacher has married an American Bangladeshi and plans to go and teach in the USA;
- 2 TKT Year 2 teachers who were only teaching English casually before doing the course have successfully gained new full-time teaching positions in private universities in Sylhet;
- 2 TKT Year 1 teachers have gained better teaching jobs since doing the course;
- 1 TKT Year 1/ICELT teacher has been doing freelance work consulting on setting English exam questions for the Sylhet Education board;
- 1 TKT Year 2 teacher who works in a rural school applied to be a board examiner for the Sylhet Education Board and was selected, directly as a result of having done the course;
- 1 TKT Year 2 teacher is planning to do a CELTA course in SE Asia.
- The TKT Year 2 teachers created a study group whilst they were doing the course, meeting most Fridays to study together and support each other's teaching and learning.

## 5. Conclusions and recommendations

### Conclusions

From the main findings described, it appears that the TaLE project has demonstrated a very positive impact in relation to its objectives and the target group of women learners, teachers, stakeholders and partners in Bangladesh.

The project provided valuable pre-departure ESOL classes, including citizenship awareness, for women in the Sylhet region planning to join spouses and family and settle in the UK. As described in Section 4.2, learners felt they had gained a great deal from their ESOL classes, not only in terms of language development and levels of confidence but also with regard to preparing for life in the UK.

The project also provided much-needed and appreciated training opportunities for teachers of English working with the target group. The contexts and environments in which the teachers work are varied and local training and support is extremely limited. The teachers greatly valued the training input, observations and feedback from trainers, and began to implement more communicative and interactive teaching methods.

Stakeholders and partners also identified clear benefits from participation in the project. The TaLE project's contribution to sustainable capacity-building will depend partly on the extent to which the teachers are able to continue to put into practice what they have gained from the course, and to embed and even cascade the outcomes, with the support of their employers and colleagues. In many ways, the achievements of the TaLE project, due to its modest scope and objectives, have laid a very strong foundation upon which further pre-departure projects can be built.

The recommendations from the research, reviews and feedback on the TaLE project work undertaken in Years 1 and 2 will be used to inform the design and content of future bids and pre-departure projects in order to further develop and extend the impact of the project.

## Recommendations

1. The TaLE project has been extremely successful in meeting a clearly identified need in relation to providing:
  - pre-departure English language and citizenship awareness classes for women in Bangladesh who were planning to join spouses and family and settle in the UK
  - capacity-building teacher training for teachers of English in Bangladesh, working with the target group.

Due to the modest scope of this project, there continues to be a significant need and it is recommended that further funding is sought in order to build on and further develop the work started through the TaLE project in relation to teaching and training.

2. The TaLE project has undertaken its own small-scale research in relation to the impact of pre-departure intervention. Further more extensive research with beneficiaries both in pre-departure and on arrival in the UK contexts could very usefully inform the development and roll out of this model as an effective approach in supporting integration. It is recommended that separate funding is sought, or a future bid includes a more substantial research strand.
3. The on-going impact and sustainability of the capacity–building training to date would be greatly maximised through the support of centre directors/school managers. However, it is clear that many centre directors/school managers would require training themselves in order to be effective in supporting trained teachers in putting what they have learned into practice and sharing this with colleagues. It is recommended that training and support for centre directors/school managers is built into a future bid.
4. Quality assurance in relation to English language teaching and learning continues to be major issue in Bangladesh. It is clear from the success and receptiveness of the trainees engaged through the TaLE project that some of these teachers could become very effective mentors/super teachers to their colleagues and support the on-going impact and sustainability of the training to date. It is recommended that funding is sought to build local capacity teachers undertaking training trainer/mentor/super-teacher/quality assurance roles.
5. The success of the TaLE project has generated considerable interest and demand for training from teachers in rural areas. As many of these teachers are not working with the main target group, Bangladeshi women in a category leading to settlement who are planning to settle in the UK, it is recommended that alternative funding is sought to meet this training need in order to build and develop local capacity further.

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## 7. APPENDICES

### Appendix 1: Information about the project (extract)



### Teaching and learning English (TaLE) project



**Teaching and learning English (TaLE)** is a 22 month European Integration Fund (EIF) project undertaking pre-departure work in Sylhet, Bangladesh. Drawing on the strengths of its partners, UKBET, St Giles Educational Trust and Greenwich Community College, *TaLE* aims to provide an innovative and holistic approach to ESOL teacher training, teaching and learning in order to establish a sustainable and reputable model of good practice. It will:

- expand and add value to the existing EIF funded *Preparing for life in the UK* (PLUK) workshops by offering high quality, contextualised *Life in the UK* ESOL courses to support local women in developing their skills and confidence in English and prepare to settle and actively participate in the UK
- provide high quality teacher training and capacity building support for English teachers and ESOL providers in order to raise the quality and value of locally provided ESOL programmes, specifically those attracting women preparing to migrate to the UK

**Project objectives** Quantitative and qualitative impact assessment research with PLUK participants, volunteers, UKBET teachers and local stakeholders has clearly demonstrated a great local need for:

- opportunities for more women to prepare for life in the UK
- high quality, easily accessible and affordable ESOL classes
- ESOL classes taught by fully qualified teachers who have been trained to teach ESOL to adults and prepare learners for UKBA recognised accreditation
- high quality ESOL teacher training to train and support local teachers, particularly women teachers, in teaching ESOL to adult learners
- the piloting and development of sustainable quality assurance systems to underpin ESOL teaching and learning
- materials and resources to support language development and knowledge of life in the UK and ESOL teacher training

**Project background:** *Teaching and learning English* will build on and add value to the successful 3 year EIF funded *Welcome to the UK* (WUK) project currently run by Learning Unlimited. *WUK* currently provides a short programme of *Preparing for life in the UK* (PLUK) workshops in and around the Sylhet division for Bangladeshi women who are preparing to settle in the UK as wives or family members of UK citizens and/or partners with Indefinite Leave to Remain (ILR). *PLUK* workshops are planned and delivered by trained British Bangladeshi volunteers from the UK working with local Bangladeshi teachers of English.

PLUK workshops support integration by covering topics such as health, education, housing, public transport, libraries, schools and shopping. Although they provide some language learning and practice in English (ESOL) linked to topics, as the main aim is to build knowledge and confidence about living in the UK, much workshop content is delivered in Sylheti in order to maximise active participation and knowledge exchange.

The *Teaching and learning English* project has five main strands of activity: free contextualised ESOL courses for TCN women which supplement PLUK workshops; ESOL teacher training; capacity building support for local schools, colleges and language centres; development of free materials; impact assessment and dissemination.

### **Teaching and learning English – Project summary**

<p><b>1. Life in the UK ESOL</b>- a contextualised ESOL language programme for 100 eligible TCN women* will include:</p> <ul style="list-style-type: none"> <li>• a thorough skills check, initial assessment and 1:1 interview</li> <li>• graded <i>ESOL for life in the UK</i> courses</li> <li>• the opportunity to prepare for UKBA recognised ESOL accreditation</li> <li>• signposting to <i>Preparing for life in the UK</i> workshops</li> </ul>
<p><b>2. Teacher training</b> for 40 teachers*, particularly women, from local schools, colleges and language schools:</p> <ul style="list-style-type: none"> <li>• free TKT and CELTA teacher training courses, preparing teachers to work with adult ESOL learners</li> <li>• quality assured and observed teaching placements</li> <li>• development, piloting and evaluation of bolt-on modules to existing teacher training courses to support teachers in developing countries such as Bangladesh access the course content and apply their learning effectively in planning and delivering ESOL classes</li> </ul>
<p><b>3. Capacity building training and support</b> for local schools, colleges and language centres in relation to providing high quality accredited ESOL programmes.</p>
<p><b>4. Materials development</b> - The development, piloting and production of materials and resources to supplement the teacher training modules. <i>Welcome to the UK</i> toolkits and the British Council’s ESOL NEXUS materials and portal.</p>
<p><b>5. Impact assessment and dissemination</b> on the changing skills, knowledge and confidence of:</p> <ul style="list-style-type: none"> <li>• Third Country National women in relation to integration in the UK through participation on the programme</li> <li>• Bangladeshi teachers of English in relation to teaching women who preparing for to settle in the UK</li> <li>• key stakeholders from local schools, colleges and language schools in relation to quality assurance of ESOL programmes.</li> </ul>

\*To be eligible to join the TaLE project, participants will either be female Bangladeshi nationals, complying with specific pre-departure measures with view to settling in the UK or Bangladeshi teachers of English working with the target group.



## APPENDIX 2: TaLE project overview and outputs



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Output	Target Year 1	Achieved Year 1	Target Year 2	Achieved Year 2	Project total
1. The TaLE project will deliver graded <i>Life in the UK</i> ESOL courses from Entry level 1 to Level 2 for 100 eligible Bangladeshi women in and around Sylhet preparing them to take ESOL exams during the lifetime of the project.	50 ESOL initial assessments	55 assessments	70 ESOL initial assessments	102 assessments	157/120 assessments
	4 TaLE ESOL courses	4/4 courses  53 learners attended TaLE classes	6 TaLE ESOL courses	8 courses (groups of learners) across 8 centres.  92 women attended TaLE ESOL classes	12/10 TaLE ESOL courses  145/100 eligible women engaged
	ESOL exam practice and signposting for 20 women	All women who attended TaLE classes practised for the S&L exam taken at partner language schools.  33 women took and passed a recognised ESOL Speaking and Listening exam	ESOL exam practice and signposting for 30 women	All women who attended TaLE classes practised for the S&L exam taken at partner language schools.  76 women took and passed a recognised ESOL Speaking and Listening exam	106/50 women had ESOL exam practice, were signposted for and passed recognised ESOL Speaking and Listening exams
2. The TaLE project will deliver capacity building teacher training programmes for 40 local teachers of English enabling them to develop their knowledge, skills and confidence in English and in teaching ESOL to adults	2 teacher training courses	2/2 TKT courses Course 1: 1-15/3/2013 Course 2: 18/4-3/5 2013 (16 teachers engaged)	3 teacher training courses	4/3 teacher training courses  <b>TKT</b> Course 1: 18/10 – 1/11 2013	6/5 teacher training courses  41/40 teachers engaged on training

(specifically the target group) and gain internationally recognised TKT and/or CELTA ESOL teaching qualifications				Course 2: 10/2-21/2 2014 (15 teachers engaged) <b>ICELT</b> Course 1: 27/1-7/2 2014; Course 2: 10/4-25/4 2014 (10 teachers engaged):	programmes
	12 teachers take TKT and/or ICELT exam	13 teachers took and passed all 3 modules TKT	18 teachers take TKT exams and/or ICELT accreditation	15 teachers took and passed all 3 modules TKT. 9 teachers entered for ICELT accreditation	36/30 teachers took TKT and/or ICELT exam (28 passed TKT, 8 expected to achieve ICELT distinction, merit or pass).
3. Produce 3 topic-based materials packs for <i>Life in the UK ESOL</i> classes to supplement the EIF <i>Welcome to the UK</i> and <i>Preparing for life in the UK</i> materials toolkits	1	1 pack produced: <i>ESOL in the UK</i>	2	2 packs produced : <i>Staying safe at home</i> and <i>Staying safe outside the home</i>	3/3 materials packs produced
4. Provide 100 feedback forms to the British Council (UK) on the EIF ESOL NEXUS project teaching and learning materials	40	40	60	97	137/100 feedback forms provided
5. Develop 3 bespoke bolt-on modules to supplement TEC (Teacher Education Course), TKT and/or CELTA courses	1	1 module produced: <i>Language Assessment Materials</i>	2	2 modules produced : <i>ICELT task sheets for trainers and trainees</i> and <i>Phonology for English teachers in Bangladesh</i>	3/3 bolt-on modules produced

6. The TaLE project will produce 1 interim and 1 final research report evaluating the impact of the <i>Life in the UK ESOL classes</i> , the ESOL teacher training courses and the modules and materials developed.	1	1	1	1	2/2 research reports produced
7. In order to share good practice and both promote and support sustainability the TaLE project will run at least 2 dissemination conferences or workshops in both Bangladesh and the UK and make its teaching and learning materials and impact assessment research report and recommendations available on line.	1 dissemination event in Bangladesh	1/1 dissemination event took place May 2013	1 dissemination event in Bangladesh	With agreement from Home Office, Y2 dissemination event 20 <sup>th</sup> April 2014 and a certificate award ceremony were held in Bangladesh 2014.  In addition, UK dissemination through 2 workshops at ACE project event on 6 <sup>th</sup> June 2014.	2 dissemination events in Bangladesh + certificate award ceremony held  2 dissemination workshops in UK held



## Appendix 3:



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## About you

Name

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Address

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## More about you:

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## Appendix 4: Research consent forms



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### TaLE project participants in English language classes: Research consent form

#### Research study:

#### What is the impact of the Teaching and Learning English (TaLE project) in Bangladesh?

- I have read the information sheet on the research. I have a copy to keep.
- I have asked questions if I wanted more information.
- The researcher has explained the research, and its purpose. I think I understand it.
- The researcher has explained that the focus group will be recorded (audio digitally or on tape)
- I understand that what I say, and my work, will be anonymous and confidential.
- I understand extracts from the video made during the programme may be included in the research.
- I understand how the researchers will use the interview and my work from the programme.
- I understand that I can change my mind, at any time, before **30th May 2013**, about the researchers using my interview and my work. I know that I do not have to give a reason if I change my mind.
- I freely agree to be part of the research.

Participant's name (**BLOCK CAPITALS**): .....

Participant's signature: .....

Date: .....

As the investigators responsible for this investigation we confirm that we have explained to the participant named above the nature and purpose of the research to be undertaken.

Investigators' names: .....

Investigators' signatures: .....

Date: .....



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## TaLE Project (Year 1)

Teachers in Bangladesh

Research consent form

We would like to invite you to take part in our research study about the Teaching and Learning English (TaLE) project in Bangladesh.

**Your views are very important.** We want to find out if the project has been useful for you. We would like you to take part in a group discussion and/or interview and talk about your experiences of the project. Your views and opinions will be recorded (audio only). Afterwards, we will write a report and an article.

If you are happy to take part, please read and tick (✓) the statements, and sign below.

- I understand the purpose of this research and I am happy to take part in it.
- I understand that the group discussion or interview may be recorded (audio).
- I understand that what I say, in either a group discussion or 1:1 interview, will be anonymous and confidential.
- I understand that what I say may be used in a report or article.
- I agree for my photograph to be taken and that it may be used as part of the research report or publicity.
- I understand that if I change my mind about the researchers using my contribution, I need to let the UKBET team know before **30th May 2013**.

Name (**BLOCK CAPITALS**): .....

Signature: .....

Date: .....

As the research team, we confirm that we have explained to the participant named above the nature and purpose of the research to be undertaken.

LU researcher: .....

Signature: ..... Date: .....

UKBET team member: .....

Signature: ..... Date: .....



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## Appendix 5: TaLE teacher training programme – Evaluation matrix



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Programme elements	The impact on your personal development as a teacher	The impact on your TaLE students
<b>Lesson planning</b> (skills-based and language-based lessons, setting aims, setting context, staging and timing, selection and preparation of materials)		
<b>Teaching</b> (involving students, classroom management, using materials, concept checking and concept building, using the blackboard)		
<b>Language and pronunciation</b> (language analysis, phonology/stress)		
<b>Observed teaching</b>		

### Summary of activities

1. Ask teachers to think about their original aims in the application forms – discuss these with a partner and think of 4 key examples each of things you do better as a result of the training programme – write these on post-it stickers and post under relevant sections of column 1. Use 4 sheets of flipchart paper (*doesn't matter if there is repetition – this is partly the point ..*)
2. Discuss this as a group ... establish common themes/priorities and areas in which further support or practice is needed
3. Ask teachers to think about + discuss with a (different) partner how they have been using what they learned in their teaching since the first course and how their students have responded – repeat the exercise of posting 3 key points each under any section.
4. Discuss the points as a whole group and elicit some anecdotes about how the teachers have been putting what they learned into practice (if appropriate, these could be used to compile mini case studies – this will also help us to identify candidates for the 1:1 interviews)
5. Ask the question '**What next?**' What would help the TaLE students even further and what goals have the teachers set themselves (possibly a couple of minutes to share with a partner then whole group or could go straight to whole group). Ask '**How could the project help with this?**'



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## Appendix 6: Year 1 teacher feedback on key impacts of TaLE project

### Lesson planning

<p><b>Impact on personal development as a teacher</b></p> <ul style="list-style-type: none"> <li>• <i>Designing the task. Learned to design different tasks suitable for different stages of the lesson.</i></li> <li>• <i>I can manage my time by making lesson plan.</i></li> <li>• <i>Language based and skills based learning, different stages</i></li> <li>• <i>Practising and planning for test – teach – test approach</i></li> <li>• <i>Setting context – how to begin the lesson</i></li> </ul>	<p><b>Impact on ESOL learners</b></p> <ul style="list-style-type: none"> <li>• <i>Using visual aids made the lesson more interesting for the learners</i></li> <li>• <i>Lead-in and setting context</i></li> <li>• <i>I used three types of task in my class such as controlled, guided and freer successfully</i></li> </ul>
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### Teaching

<p><b>Impact on personal development as a teacher</b></p> <ul style="list-style-type: none"> <li>• <i>1. Pair work – group work help me to make learning enjoyable. 2. I can make my white board colourful. 3. I can make concept-building questions</i></li> <li>• <i>Lead in, creating context, building concept, oral drilling, writing white board, controlled practice, guided practice, freer practice</i></li> <li>• <i>I think I am confident about applying COW (concept, oral, white board) in my lesson</i></li> <li>• <i>Concept checking questions, instruction checking questions</i></li> <li>• <i>I am now confidently apply (TTT) Test-Teach-Test approach in my lesson now</i></li> <li>• <i>Using the WB – was not aware previously how important a role the WB plays, now I know how to organise and plan the WB</i></li> <li>• <i>After completing the session – Now I feel more confident to involve my SS in my lesson</i></li> </ul>	<p><b>Impact on ESOL learners</b></p> <ul style="list-style-type: none"> <li>• <i>Used visual aids which made the lesson more interesting for the learners</i></li> <li>• <i>I also used the teaching aids e.g. picture, different colourful markers and other realia in my class</i></li> <li>• <i>I tried individual and choral drilling</i></li> <li>• <i>Miming helped in eliciting the meaning of new vocabulary. Learners enjoyed and felt more involved</i></li> <li>• <i>Using gestures – if student doesn't understand meaning of the words I use gestures</i></li> <li>• <i>Teaching contractions using fingers</i></li> <li>• <i>I applied the stages of developing reading skills</i></li> </ul>
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## Language and pronunciation

<p><b>Impact on personal development as a teacher</b></p> <ul style="list-style-type: none"> <li>• <i>I am much more confident about using word and sentence stress now</i></li> <li>• <i>I try to make correct pronunciation</i></li> <li>• <i>Phonology, learned to identify the phonemes better</i></li> <li>• <i>Stress, phonemic chart, pronunciation</i></li> <li>• <i>I monitor my students when I give them any task</i></li> </ul>	<p><b>Impact on ESOL learners</b></p> <ul style="list-style-type: none"> <li>• <i>I used the phonemic chart and laptop to make the students understand the stress, intonation etc</i></li> <li>• <i>Teaching different vocab with meanings, phonemes and stress and form</i></li> <li>• <i>I started to drill new words in my class. Students are learning and enjoying</i></li> <li>• <i>Writing the phonemes for a new word on the WB helped the learners, as well as the teacher, to pronounce the word more accurately than before</i></li> </ul>
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## Observed or peer teaching

<p><b>Impact on personal development as a teacher</b></p> <ul style="list-style-type: none"> <li>• <i>Now I can present the teaching with proper timing</i></li> <li>• <i>Pair and group work, time management, practical demonstration</i></li> <li>• <i>Pair work</i></li> </ul>	<p><b>Impact on ESOL learners</b></p> <p>(no comments)</p>
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## Appendix 7: Year 2 teacher feedback on key impacts of TaLE project

Impact on teaching and learners	Impact on personal language development
<ul style="list-style-type: none"> <li>• <i>More conscious of own classroom language</i></li> <li>• <i>Better grading of instructions</i></li> <li>• <i>Using different approaches</i></li> <li>• <i>Now capable of teaching productive skill lesson (speaking)</i></li> <li>• <i>Using course books</i></li> <li>• <i>Better class management</i></li> <li>• <i>Error correction</i></li> <li>• <i>Using different kinds of activities/tasks</i></li> <li>• <i>Using authentic materials</i></li> <li>• <i>Addressing students' needs</i></li> <li>• <i>Giving more importance to students' learning</i></li> <li>• <i>Better planning</i></li> <li>• <i>More focused on aims and objectives</i></li> <li>• <i>Use of technology in developing classroom instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Grading my language</i></li> <li>• <i>Improved oral presentation skills</i></li> <li>• <i>Techniques to develop classroom language</i></li> <li>• <i>Building up confidence</i></li> <li>• <i>Increased language awareness, especially pronunciation, knowledge of grammar rules, and register (formal/informal)</i></li> <li>• <i>Producing worksheets for students</i></li> </ul>
<p><b>Impact on teacher personally:</b></p> <ul style="list-style-type: none"> <li>• <i>Future career path</i></li> <li>• <i>Learned how to quote from reference books and use a bibliography</i></li> <li>• <i>Learned how to summarise and paraphrase an article</i></li> </ul>	<p><b>Suggestions for improvements:</b></p> <ul style="list-style-type: none"> <li>• <i>Duration of training - course should be longer</i></li> <li>• <i>There need to be enough copies of resource books</i></li> <li>• <i>Further courses wanted</i></li> <li>• <i>Suggestions needed for next step</i></li> <li>• <i>More opportunities should be created</i></li> <li>• <i>Would like to do Module 2 of ICELT</i></li> <li>• <i>Should have 1 or 2 Skype pre-course meetings for every course</i></li> </ul>