



Best practice for scaling up efforts to improve English language skills

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Question

What is considered international best practice for scaling up efforts to improve the English language skills of teachers and learners?

Contents

1. Overview
2. Background
3. Scaling up: lessons learnt
4. English Language Programmes: lessons learnt
5. References

The K4D helpdesk service provides brief summaries of current research, evidence, and lessons learned. Helpdesk reports are not rigorous or systematic reviews; they are intended to provide an introduction to the most important evidence related to a research question. They draw on a rapid desk-based review of published literature and consultation with subject specialists.

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1. Overview

This rapid review drew primarily on academic and grey literature published in the last 10 years. Presently, **there is a paucity of literature** which explores comparable national experiences of implementing large-scale English language programs and which provide: (i) documentation of the critical components and conditions of the programme designs that affect the likelihood of successfully transitioning from pilot to scale; (ii) review of the design, deployment, and effectiveness of each pilot programme; and (iii) the scale, design, duration, enabling conditions, and initial effectiveness results of the scaled language programmes. Whilst there were significant differences in an approach and local context, it is possible to identify **the following overarching commonalities amongst the successful, large scale programmes** identified, including:

- **providing on-going, school-based support** (or work based learning), in addition to short-term workshops or training;
- working at a scale appropriate to the need, reaching in the order of tens of thousands of teachers;
- reaching such scale, and **providing for institutionalisation, by working through or enhancing the existing state sector infrastructure for teacher training and support**;
- leaving a **legacy of human capital for sustainability** and future growth;
- capable UK institutions working in close **collaboration with local partners, to develop skills and competence in large numbers** (hundreds to thousands) of agents of change / teacher facilitators, **spread across the country**;
- leveraging the potential of low cost / large reach communications;
- **using technologies** such as mobile phones and radios **to provide appropriate English language audio resources** to teachers and students; and
- having a **robust system of independent monitoring and evaluation**, including assessments of English language competence that are standardised and that can be mapped to recognised international frameworks (Power and Simpson, 2011).

The most insightful case study from which there are several recommendations for future language programmes was that of the English in Action (EIA) programme in Bangladesh. Many of the recommendations from this study are listed above and expanded upon in Section 4 of this report.

This report is organised into six sections. Section 1 provided an overview of the report findings; Section 2 seeks to give a brief review of some of the background literature on language acquisition and language practice; Section 3 then considers scaling up of national programmes – firstly with an overview of the main lessons regarding scaling up, then looking at lessons learnt for scaling up education programmes more generally; Section 4 focus is on lessons specifically learnt from English language programmes; Section 5 provides the full list of references used.

2. Background

International evidence is clear that there is no best practice for rapidly upscaling the English language skills of teachers and learners. Language learning is a journey, and to become fluent takes varied times for different learners whether adults or children. Erling, Adinolfi and Hultgren's (2017) report on multilingual classrooms in low- and middle-income countries summarises the difficulties recognised in this field, highlighting, that where Language in Education Policy (LEP) requires the language of instruction to be learned alongside of the curriculum ("whether English or

the state regional language”) this contributes to “low levels of achievement and progression through the education system” (Erling et al., 2017, p.12).

Overall, the evidence regarding the improvement of teachers’ own English for use in instruction suggests that improvement is dependent on quality learning (having exposure to either self-directed or taught English language lessons/tutorials) and opportunity to practice this acquired knowledge regularly. Teachers from across income contexts agree that they desire increased use of professional development as a means to support their improvement in English language to better prepare them to use English in instruction (Research Triangle Institute (RTI) International, 2015; Noom-ura, 2013; Hu and McKay, 2012). Secondly, they recognised the need for more time spent conversing in English, and their neglect of this having hampered their feelings of being effective in their content delivery when teaching in English. (Hu and McKay, 2012; Noom-ura, 2013).

With regards to improving the English of pupils, a British Council report estimates pupils require “eight years to develop the cognitive and academic language proficiency (CALP) needed to support learning across the curriculum,” (Simpson, 2017, p.3). Literature regularly references the long-established use of ‘communicative language teaching’ (CLT) methodologies, which emphasise pupil engagement in activities where the communication (written and oral) is to be in English – an immersive but purposeful experience of English language (Wan, 1990; Lochland, 2012; Hu and McKay, 2012). This is seen as being the most effective way of improving their proficiency (Wan, 1990; Lochland, 2012). The RTI International report for USAID, when reporting on the status of early grade reading in Africa, noted that in evaluating the pupils’ weaknesses there was need for these to be strengthened through the use of professional development programmes for the teachers (RTI, 2015, p. 6)

In contexts where English has been selected as the medium of instruction, though it is not the ‘local language’ or the first language (L1), both the pupils and the teacher find themselves as students of the language. These situations typically arise through the implementation of local or national legislation, referred to as the Language Policy or Language in Education Policy (Earling et al., 2017). There is much contention on whether such policies are beneficial to learning dependant on when the use of English as the medium of instruction is introduced (Boateng, 2019).

The traditional way in which English is learned is through a learning and practicing cycle. In contexts outside on the UK, this can be enhanced through engaging a qualified teacher of English (ELT) experienced in teaching English to those for whom English is not their primary language, or L1 such as a TESOL (Teaching English to Speakers of Other Languages) professional. The British Council and Cambridge English are two well established bodies capable of providing highly qualified teachers of English.

One such professional English teacher gave comment on the issue of improving teachers’ own English rapidly. The full account of this professional opinion is attached as an Expert Comment Appendix.

I have found throughout my professional career as a language teacher that students who are on an intensive course of 20-25hrs of tuition a week improve faster and are more likely to retain the learning as they are repeatedly exposed to the language over the course of the week, thus reinforcing it more regularly and frequently.

There are many CLIL (Content and Language Integrated Learning) teacher training programmes that may be suitable also, allowing the teachers to learn both the content language specific to their subject, but also the skills and language for teaching more generally. This may be a more suitable option, but it depends on the current level of

English of the teacher, and whether more general language support may be better initially, followed by more specific language focus later.

An intensive 'burst' to get the teachers started, followed by regular further training would be the best case scenario, as this will ensure that their language skills do not 'slip' nor do they feel that they are left 'part-trained' and lacking the support they need to continue developing. By embedding an intensive programme into the teacher's general CPD it can provide great enhancements to their own skills, as well as improving the learning for their students.

Box 1 provides an example of a traditional English language training programme.

Box 1: Improving the teaching and learning of English in Algeria

The Ministry of Education in Algeria has highlighted the learning of English and the promotion of the English language as a key element in reinforcing access to academic, technological and cultural networks around the world. As part of this, British Council Algeria has an agreement with the Ministry of National Education and Anadarko Algeria Company LLC, to provide inspector and teacher trainer training to assist in developing and improving the teaching and learning of English in middle schools across Algeria. An on-going programme of cascade training and support, which began in October 2012, is being rolled out. Training has been provided in the UK at the Norwich Institute of Language Education (NILE) and in Algeria. Their training programme included the role of assessment in the classroom and how this could be conducted effectively, the importance of reflective practice and improving communication. The aim of this training was twofold: (i) to establish the basis of successful, collaborative working relationships between inspectors and teacher trainers with a view to initiating effective programmes of in-service teacher training; (ii) to provide continuous professional development, the focus of which was developing teacher training skills, the teaching of speaking and writing skills, differentiation and assessment for learning.

British Council Algeria (2019b)

Second Language Acquisition refers to non-intentional language learning (through communication mainly) as well as a theory of language learning that emerged in the late 1960s (May, 2011). Research in this area revealed the need to take notice that *acquisition* and *use* of language are different skills (May, 2011, p.239). It is important to consider how each skill can be developed. Language development connected to acquisition often centres around self-study English courses through use of written, audio or video resources or taught English courses or by the traditional face to face mode. Use of the language is often tested through standardised tests and is apparent through written and verbal communication exchanges.

Several studies undertaken in other contexts have investigated teachers' perceptions of the implementation of Communicative Language Training (CLT), both through national initiatives and through international aid projects (de Segovia and Hardison 2008, Li 1998, Savignon and Wang 2003). Such studies have found that resistance to, or misunderstanding of, CLT practices can be a major barrier to educational change. They have also identified a mismatch between teachers' expressed attitudes to CLT and their actual classroom practices. Moreover, previous research in Bangladesh has found that many teachers do not believe that CLT can be effectively applied in the classroom settings of the rural schools, thus implying a set of ingrained beliefs that influence teachers' attitudes and behaviour in classroom (Rahman et al. 2006).

Box 2 provides a brief summary of challenges and solutions in Thailand with the English language training programme.

Box 2: Challenges and lessons learnt – example of Thailand

Thai teachers of English view the problems involving themselves, curricula and textbooks, assessment, and other factors supporting teaching success at a moderate level. They see a high level of problems resulting from students' lack of exposure to English and insufficient background of the language. Students' lack of perseverance in practicing or seeking more opportunities to practice the language also contributes to their lack of confidence in using language for communication. Although the teachers' needs for professional development and for PD funds are at the moderate level, they are aware of continuing professional development and availability of PD programs. They show a high level of interest and value to all areas contributing to their career success: their own English proficiency, and instructional/pedagogical strategies for teaching and assessing productive skills such as listening-speaking and writing skills in particular.

Key takeaways from the study: (i) teachers see the necessity of teaching productive skills such as listening-speaking and writing over the teaching of reading and grammar and structure; (ii) the training courses that help improve teachers' English proficiency are also highly valued; (iii) for any PD program that is well established, it is worthwhile to conduct a follow-up study to find out whether the participants are henceforth able to solve their teaching problems or apply what they gain from the program in their teaching situation. Alternately, a teacher-driven PD program may be more valuable because it may result in the delivery methods and the content areas that directly serve the participants' needs. And (iv) there should be some research conducted on number of hours of exposure necessary for Thai learners to become moderately proficient users of English. This may help advocate self-directed learning or help policy makers see the necessity to provide more time-allocation for English classes, hire more English native speakers, or support using English in teaching other subjects to increase students' English exposure.

Noom-umra (2013)

3. Scaling up: lessons learnt

Scaling up complex education interventions to large populations is not a straightforward task. Without intentional, guided efforts to scale up, it can take many years for a new evidence-based intervention to be broadly implemented. For the past decade, researchers and implementers have developed models of scale-up that move beyond earlier paradigms that assumed ideas and practices would successfully spread through a combination of publication, policy, training, and example.

Frameworks for scaling up education interventions often describe three core components: a sequence of activities that are required to get a program of work to full scale, the mechanisms that are required to facilitate the adoption of interventions, and the underlying factors and support systems required for successful scale-up. The four steps in the sequence include (1) *Set-up*, which prepares the ground for introduction and testing of the intervention that will be taken to full scale; (2) *Develop the Scalable Unit*, which is an early testing phase; (3) *Test of Scale-up*, which then tests the intervention in a variety of settings that are likely to represent different contexts that will be encountered at full scale; and (4) *Go to Full Scale*, which unfolds rapidly to enable a larger number of sites or divisions to adopt and/or replicate the intervention. Of crucial importance is defining of the scalable unit of organization since - if a scalable unit can be defined, and successful results achieved by implementing an intervention in this unit without major addition of resources – then it is more likely that the intervention can be fully and rapidly scaled (Gove, Korda, Poole and Piper, 2017).

Sound sector-level policies and capacity to implement are required for scaling up. Where these factors are in place, and donors have been supportive, impacts have been significant. For greater impact, countries must have supportive sector policies, institutions that can implement them, and effective service delivery. When any one of these ingredients is missing, impact will be limited, as evidenced in Box 3 with the country case example provided by World Bank (2002).

Box 3: Example of change in policy in Uganda

In Uganda, education sector reforms significantly increased funding for education and abolished school fees for up to four children per family. Primary enrolment and gender equity both improved greatly, but growth in primary completion rates did not keep pace. Evaluations revealed that education quality had decreased substantially as classroom size rose and the number of textbooks per student shrank. A major policy shift decentralized financing to increase school resources and compensate for the decline in fees; quality and retentions have already responded. In sharp contrast, Malawi, which abolished user fees in 1994, saw a similar spike in primary enrolments. There, however, the failure to enact substantive policy reforms led to further decline in school quality, and gains are being rolled back as parents no longer see a positive trade-off between their children's education and their possible contributions to household earning.

World Bank (2002)

Lessons Learned

Lessons learned from this case in Uganda (World Bank, 2002) and in the examples given below are well summarised by this expert comment on scaling up national education projects given by an experienced education consultant. The full account of this professional opinion is attached in the Expert Comment Appendix.

Scaling up education projects requires adequate operational capacity and financing to implement at all levels, including the capacity of communities to participate effectively, and the right incentives, so that countries can translate sound policies and strong leadership into effective action. Successful outcomes require sound economic performance at the country level. Good macroeconomic performance vastly increases the chance for successful outcomes in any sector, and project- or programme-level interventions rarely work in the absence of a minimum standard of economic performance and accountability.

Box 4 provides an example of going to large scale with a teacher education programme in India.

Box 4: Example of going to scale in India

Improving the quality of teaching and teacher education, to change the classroom experience of millions of pupils. Status: Current.

India faces a shortage of over a million trained and qualified teachers at both elementary and secondary school levels. While the Indian Government has initiated several state and national level teacher education and training programmes, the need is far greater. Freely available to all, TESS-India's toolkit of Open Educational Resources (OER) equips teachers with the knowledge to actively engage their students in meaningful learning. Teachers can freely adapt the resources to meet the needs of their classroom and construct personalised learning pathways.

Created collaboratively with over 200 Indian and international teacher education experts, the resources enable teachers to turn teaching policy into real practice. Supported by a free Massive Open Online Course (MOOC) in English and Hindi, teacher educators are incorporating them into their pre- and in-service programmes, sustainably strengthening existing systems at relatively low cost. Initiated in November 2012, TESS-India was implemented across seven key states: Bihar, Uttar Pradesh, Madhya Pradesh, Odisha, Karnataka, Assam and West Bengal and has reached more than 1 million teachers and teacher educators.

Open University (2019)

4. English Language Programmes: lessons learnt

Example of a national teacher education programme in Zambia – Open University (2019b)

Communicative ELT is similar to other teacher development programmes in that it provides considerable potential for introducing pedagogic change in the education sector by modelling contemporary, learner-centred teaching methods where students are more engaged in classroom activities and there are more opportunities to promote 'deeper learning' across all subjects. The example of the design and scale up of the Zambian Education School-based Training (ZEST) programme thus provides lessons that are relevant to an English language teacher development programme. ZEST:

- Contributes to improved quality of teaching and learning experiences for children in primary schools in Zambia's Central Province.
- Creates and implements a scalable, school-based teacher development programme (SBTDP).
- Co-designed with Zambian teachers, builds on existing practice and supports an active, learner-centred approach to teaching.
- Draws on a range of open educational resources (OER) and at end of the project the training programme and resources will be available online, free from copyright, to teachers and educators throughout Zambia.
- Responds to the Ministry of General Education's (MoGE) request for the OU to support teachers and school leaders to develop skills in active, learner-centred approaches, to operationalise Zambia's revised Curriculum Framework (2013) and In-Service Strategy (2017).

The programme will be piloted with up to 600 teachers in Central Province in years 1-3 to develop a scalable model that can be rolled out across the rest of the province and the wider country in years 4-5, eventually reaching over 4000 teachers. Years 1-3: 600 teachers / school leaders trained; Year 4: 2000 teachers / school leaders and 29 education officials trained; and Year 5: 2000 teachers / school leaders and 42 education officials trained. This is an ongoing project, and so lessons can be drawn from the choice of design at this point – and its similarity to other successful programmes.

Comparative examples of national reading programmes in Kenya and Liberia

Over the last decade, Liberia and Kenya have sought to scale up successful pilot programmes that help children to learn to read. Both governments utilized the lessons from their pilot studies before committing funds to a country-wide programme (Gove et al., 2017).

The Problem. As motivation, both countries have low performance in early reading. In Liberia, 16% of third graders could read 40 words per minute (the number needed to comprehend what you're reading varies by language, but in English – as an example – some people will use between 60 and 90 words per minute as a benchmark.) In Kenya, less than half of third graders can complete second-grade work in Math, Kiswahili, or English.

The Pilot Solution.

In Liberia, the “EGRA Plus” program was tested in a randomised controlled trial including 180 schools, with 60 in each of two treatments and 60 serving as controls. A “light” treatment taught teachers to do classroom-based assessment and shared student results with parents and the community for accountability. A “full” treatment then additionally included a set of scripted lesson plans and other instructional materials as well as coaching over the course of two semesters. The full treatment had significant impacts on all 7 tested reading tasks (e.g., “letter-naming fluency” and “reading comprehension”), with a median impact of 0.78 standard deviations.

The light treatment significantly impacted just 2 of the tested tasks, with a median measured impact of 0.02, showing that accountability isn’t enough. But the effects of the full treatment were large: Relative to control schools, students’ scores in full-treatment schools improved at a rate 4.1 times faster for oral reading fluency of connected text and 4.0 times faster for reading comprehension, USAID, (2010).

In Kenya, the Primary Math and Reading (PRIMR) initiative had a few components: (1) student textbooks in English and Kiswahili focused on specific reading skills (rather than traditional, content-based books), (2) accompanying teachers’ guides that included already developed lesson plans, (3) 7 days of teacher training per year, focused on practice (not theory) – after each mini-lesson, teachers received a “mastery card,” and (4) visits from what are now called Curriculum Support Officers, who provided coaching to teachers. The programme showed significant, sizeable impacts on all three tested reading tasks in both English and Kiswahili, with a median effect size of 0.33 (USAID, 2014). Researchers also used those data to examine the relationship between the number of teachers per coach (fewer teachers per coach has a measurable impact on some outcomes), the value of adding e-readers and tablets at the school level (not so much), and the specific impact on the poor (positive).

The following general lessons were learnt regarding going to scale (USAID, 2014).

Liberia	Kenya
<ul style="list-style-type: none">▪ success of the full treatment led to the design of a much larger-scale programme▪ coaches notably assigned to 12 schools instead of 4 for cost reasons▪ a scaled intervention reaching 1,200 schools in two phases beginning in 2011, with a cluster randomized model that allowed evaluation▪ initial results were significantly smaller than in the pilot, with significant gains in just 2 of the 7 reading tasks, and a median effect across all tasks of 0.35.	<ul style="list-style-type: none">▪ in the scale-up (Tusome), analysis in the pilot affected the ratio of coaches to teachers, the choice of ICT, and revisions to the student books and teacher guides.▪ this scale-up is for “all public primary schools in the country” so credible evaluation is tougher. That said, take-up of materials by students and methods by teachers seems high, and analysis to be released later this year will tell whether – at least – learning outcomes are moving in the right direction

Design, delivery and scaling up of English Language Programmes

Example of designing an English Language programme in South Sudan

In moving towards the designing a new programme, it was recommended that DFID should focus on key areas of English language teaching, to provide for: (i) wide-spread need for basic functional English, to develop sense of inclusion in the new nation and to enable access to opportunities for

development; (ii) wide-spread need for professional / vocational English literacy, in relation to making sense of written texts in the work place; (iii) higher level provision for middle managers, focusing upon critical reading of written texts, and ability to communicate ideas effectively through spoken and written English; and (iv) improving the English language competence and ELT practice of teachers, particularly in early primary years (Primary 1 to Primary 4, P1 – P4) (Power and Simpson, 2011). Their Report states there is a need for coherent and strategic activity in relation to English language teaching and the approaches deployed need to be at an appropriately large scale, to be proportionate to the needs identified. The approaches should focus upon activities explicitly designed to deliver impact. DfID went on to launch the Girls Education South Sudan (GESS) project, which ran from February 2013 – December 2018. GESS aimed to increase access and the capacity for Girls' in South Sudan to stay in school and complete primary and secondary education by providing them with a broad package of support. The final report is not yet available (DfID, 2019).

Table 1 provides some of the key features proposed for the ELT programme in South Sudan.

Table 1 Key features of the proposed ELT approach in South Sudan

Focus	Details of recommendations for inputs
<i>Approach</i>	<ul style="list-style-type: none"> ▪ have a high degree of relevance to the practices the end users require English language competence for. ▪ interventions should be developed to acknowledge the broader issues around basic education, literacy and numeracy and communication skills, as well as English language needs.
<i>Resources</i>	<ul style="list-style-type: none"> ▪ materials should be developed to support English language development, capitalising upon economies of scale, and maximising reach and impact ▪ the opportunities for using appropriate, low-cost communications technologies (e.g. radio and mobile phone) should be thoroughly explored in relation to all interventions. ▪ the role of such technologies is likely to be critical in widening exposure to spoken English language, and in providing model language and stimulus material for peer and individual learning, particularly in contexts where levels of literacy are generally very low. ▪ the opportunity to supplement such resources through print, for example, through ELT pages in newspapers, should be explored, perhaps particularly for more literate audiences, such as Arabic speaking teachers, or ELT facilitators in the workplace.
<i>Trainers</i>	<ul style="list-style-type: none"> ▪ trainers should be recruited, ideally from the local population, or regionally, that can support English language development cost-effectively and in sufficient numbers to ultimately operate implementation at scale, across broad geographic regions. ▪ for the general population, the opportunity for community based, peer-supported initiatives should be explored.
<i>Providers</i>	<ul style="list-style-type: none"> ▪ where possible, the private sector should fund their own implementation of English language training within their organisations, and private sector providers should be encouraged to provide such services. ▪ the role of donor funding to design and produce affordable and locally relevant materials should be explored, and again exploiting economies of scale.

Example of an English language teaching programme in Ethiopia

Context. The American Institutes for Research (AIR) in collaboration with Ethiopian Ministry of Education (MoE) and USAID/Ethiopia launched the Teach English for Life Learning (TELL) Programme in December 2008. Its aim was to train and improve the skills of 20,000 English teachers from 6- 7- 8- grade across the nine regions of Ethiopia in the first two years. By the end

of year one, an impressive 95% (19,146) teachers had been trained compared to the planned target of 19,975 teachers. Observation of their teaching showed 80-90% of the teachers were indeed using the techniques learned from their 4-day TELL training. The project was extended to include a 52,300 further from grade 1-4. In total, TELL trained 71,129 from grades 1-4 and 6-8. The programme ended in 2011 (AIR, 2012). The mode of training involved the development of master teacher trainers and teacher trainers. It supported the Regional Education Bureaus to identify trainees and training sites and to manage logistical details during the regional training. This programme provided capacity -building support for the MoE, which now has a framework and experience of mounting a large-scale nation-wide teachers training effort, as well as the needed tools to monitor and support English language improvement (AIR, 2019).

Evidence of impact. AIR classroom observations of TELL-trained teachers during monitoring activities 3-months after their training revealed most TELL-trained teachers Grade 1-4 expressed comfortability in knowing the techniques taught, though unsurprisingly there was not a perfect correlation to the taught techniques being observed in use in the classrooms. The programme ran alongside the use of a national literacy baseline assessment, EGRA administered and analysed by USAID. USAID report (RTI International, 2015) highlights that the training received through TELL is yet to reflect in pupils' improvement in English literacy, with a reported literacy rate of 15% among 8-year olds in 2009. (RIS International, 2013) literacy levels in and this led on to USAID change of focus similar to its approaches in other sub-Saharan African countries (USAID, 2013; RTI International, 2015) to engage in programmes which aim to strengthen the teaching and learning of local languages in early primary to support the assimilation of English and improvement in English literacy later in the school cycles (typically from upper primary onwards).

Scaling up. The model of scaling up was not linear but rather through a number of donor projects focused on strengthening aspects recognised as contributors to the issue of literacy which had some of the following illustrative programme conditionalities: (i) increase in total education allocations in annual budget equal to at least 16 per cent of total national budget, excluding debt; (ii) increase in primary education allocation as a proportion of total education allocation towards goal of 60 per cent by end of program; (iii) increases in non-salary expenditures at school level and quality-enhancing inputs for primary education; (iv) implementation of action plan for a primary teacher certification policy; and (v) development of minimum quality standard for primary education.

Example of design, delivery and scaling up lessons from Bangladesh

Context. English in Action (EIA) was a 10 year English language education programme, running from 2008 to 2018 with UK funding of £51 million. It was a discrete project under a multi donor funded and government led sector-wide primary education programme - the Third Primary Education Development Programme (PEDP3). EIA worked to improve the English language skills of 25 million Bangladeshis, with the ultimate aim of aiding economic growth. This has been implemented through two main components: (i) a school-based programme to improve English teaching and learning in primary and secondary schools; and (ii) an adult (15+) learning programme that uses electronic and print media e.g. television, website, mobile and newspaper to teach communicative English. For the school based component, EIA is designed to help teachers find ways to improve the teaching and learning practices in their classrooms, including the quality of student learning in English, through a one-year programme of teacher professional development (Power, McCormick and Asbeek-Brusse, 2017).

In 2008, many of the project's key features were regarded as either emerging or highly innovative approaches to teacher professional development and/or adult learning in a development context. In particular, this includes elements such as: the use of mobile technology for learning; the use of peer-to-peer professional support mechanisms for teachers; the use of largely schools-based modes of training delivery. However, from the perspective of 2017, over the course in the decade representing the project's lifetime, these approaches have become recognised as models of international best practice and are increasingly integrated into the educational mainstream.

Evidence of impact. Within the *primary* component (Output 1), there is evidence that the project has created a 'critical momentum', as demonstrated by the level of professional change among teachers and schools reached by the project in its intervention Upazilas¹, and by the levels of commitment and motivation to continuing the use of EIA-based approaches expressed by the teachers and staff in those Upazilas. Within the *secondary* component (Output 3), the project has attained 'critical mass', as represented by numbers of secondary teachers reached. However, it is uncertain whether this has translated into the 'critical momentum' required to move things forward within the sector, as represented by the levels of pro-active engagement and understanding demonstrated by the local systemic stakeholders – secondary teachers, headteachers and local educational support staff. Finally, within the component for *institutionalisation and sustainability* (Output 5), the project's activities have operated at a number of sub-levels within the education system, and as a result have bypassed some of the challenges presented by direct engagement with central government partners.

Scaling up. EIA conducted studies comparing perceptions of teachers and students from the launch of the pilot intervention in 2012 and scaling up of its implementation with a cohort of 4,368 teachers and an estimated 887,000 students (Cohort 2: 2012–13). While students and teachers in Cohort 2 underwent essentially the same programme as those of 2010-11 (Cohort 1), they were greater in number leading to delivery through a more decentralised model, with much less direct contact with national or international English language teaching (ELT) experts, a greater embedding of expertise within teacher development materials (especially video), and a greater dependence upon localised peer support (i.e. locally recruited teachers trained to facilitate cluster meetings [CMs]).

With this research in mind, the first part of this study (on teachers) was undertaken in an attempt to understand whether teachers' practices and beliefs align, and if not, what CLT practices they may misunderstand or express resistance to. Further to this, this study was also undertaken to see whether teachers' perceptions and students' perceptions align, and whether teachers' views of their students' perceptions and their students' actual perceptions align. In answer to the basic research question - "To what extent has the programme been successful in repeating the mid-intervention perceptions of students and teachers seen in Cohort 1, at the much larger scale of Cohort 2" – the study considered the following from teachers and students:

Teachers	Students
<ul style="list-style-type: none"> ▪ Perceptions of their practices in teaching English; ▪ Attitudes to the communicative language teaching (CLT) approaches being promoted through EIA; ▪ Perceptions of their students' responses to these approaches; 	<ul style="list-style-type: none"> ▪ Current experience in English lessons in EIA intervention schools; ▪ Perceptions and attitudes to the EL and regarding its learning.

¹ Upazila is a Bangladeshi local term referring to an administrative sub-unit at the district level (Government of Bangladesh, n.d.)

Teachers	Students
<ul style="list-style-type: none"> ▪ Their opinions of the general usefulness of the EIA programme. 	

The successful achievement of scale-up can largely be attributed to the extension of decentralised approaches adopted at the level of sub-districts, including the engagement of local education authorities as delivery and support frameworks. In its turn, there is some evidence that the impact of this approach, together with Upazila-level recognition of the effectiveness of EIA approaches to teacher training, is resulting in local education officers taking autonomous responsibility for co-ordinating the scheduling and delivery of follow-up support to teachers; incorporating of EIA-based materials, mechanisms and approaches into government-based primary teacher training delivery – e.g. subject-based training and needs-based training; co-ordinating the dissemination of key EIA resources (speakers; AV materials) to all schools and teachers throughout the Upazila. Finally, EIA’s strategy of facilitating the handover and uptake of EIA at Upazila level has been to establish and work with whole Upazila education teams, including educational administrators, academic supervisors and teacher facilitators from both the Primary and Secondary sectors of each Upazila.

Key EIA Lessons. The EIA is one of the largest and most successful English language programmes delivered by DFID that has been well-researched so it is important to extrapolate some of the key success factors across the different school-based Outputs. Under Output 1 - to enable primary teachers to improve the teaching and learning practices in their classrooms, through a one-year programme of in-service teacher professional development – there are the following significant features.

<i>Programme</i>	<ul style="list-style-type: none"> ▪ Initially conceived as a programme of school-based interactive radio instruction (IRI) for pupils, at the design phase, this model was changed to an innovative school-based teacher development programme that also incorporated a model of teaching supported by classroom audio resources, thereby shifting the emphasis to advocating for the role of teachers as central to educational change. ▪ Through subsequent interventions, the design of the EIA schools component retained a largely school-based approach and grew to incorporate a number of key elements including: peer support; follow-up support and monitoring; support through headteachers; alignment of teacher training with curriculum and assessment; the use of offline AV materials and enabling technology.
<i>Delivery</i>	<ul style="list-style-type: none"> ▪ Anecdotal evidence indicates that the offline access to AV materials (both for students and teachers), the role of TFs and peer support, and the staged approach of delivery and follow-up were particularly effective in stimulating and extending changes in practice at classroom level. ▪ Particular focus on programme implementation by staff operating at Upazila/district level. Key to this is the establishment and capacity building of Teacher Facilitators, selected and recruited from previous or on-going EIA training cycles and used to lead on the provision of peer-to-peer support to EIA participants at the local cluster level. ▪ EIA supported this through further interventions within the existing local education system including: training, orientation and joint planning with Upazila Education Officers (UEOs), District Education Officers and Primary Teachers Training Institute staff (PTIs).

Under Output 3, the secondary teacher development programme was initially conceived of as a series of 4 interventions - three of which were to utilise increasingly sophisticated media and technology: ‘Communicate’, using media players to support communicative language teaching (CLT) activities; ‘Connect’, using smartphones to build professional development networks and link classrooms; and ‘Create’, using multi-media laptops and digital cameras to produce digital media in English language medium). The fourth intervention, ‘Community’, was designed to worked with boat-schools serving marginalised rural riverside communities. However, after the launch

workshops for the first and most straightforward media-based intervention ('Communicate'), the project recognised a need to plan for interventions that were both realistic, in terms of existing capacity, skills and knowledge among secondary teachers and the systems that supported them, and more simple to implement. As a result, Output 3 opted to re-focus on establishing a basic foundation of effective classroom practices at scale, closely aligned with the approaches and goals associated with Output 1. Those key elements of effective teacher development utilised by EIA included: *peer support; follow-up support and monitoring; support through headteachers; alignment of teacher training with curriculum and assessment; the use of offline AV materials and enabling technology.*

However, there were challenges to the project's ability to influence change in terms of institutionalisation and sustainability, due largely to the different administrative and systemic structures at secondary school level. These challenges included: (i) under the current secondary school system, 98% of secondary schools are private institutions, with lower levels of control or influence from central and local level officials; (ii) in-service teacher training at secondary level is undertaken by individual projects, and not through a central or standardised government mechanism; and (iii) differing mechanisms for Continuous Professional Development (CPD) of teachers within the Secondary sector; and less substantial GoB District and Upazila administrative infrastructure within the Secondary sector.

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