

# **English for Education College Trainers (EfECT) Project Mid-Project Report 2015 - 2016**

[www.britishcouncil.org](http://www.britishcouncil.org)

# Mid-project review

## Introduction

---

The purpose of this review is to assess the extent to which the English for Education College Trainers Project (EfECT) is achieving its objectives.

---

It is based on the following data sources:

1. Aptis English language proficiency testing at baseline (July 2014) and mid-project (July 2015).
2. A questionnaire measuring self-confidence of teacher educators in various areas administered at baseline and mid-project.
3. The mid-project monitoring and evaluation report written by external consultant Simon Borg, affiliated with Leeds university.
4. Observations of teacher educators classroom teaching at the start of the second year of the project (September 2015) and in the middle of the year (February 2016).
5. A survey of 2,000 teacher trainees in the education colleges overseen by external consultant, Marie Lall, a South Asia specialist at University College London.
6. Qualitative material drawn from “Most Significant Change” stories written by the teacher educators and feedback provided by Education College Principals

## Conclusions

---

The mid-project evaluation report by Simon Borg draws the following conclusions:

1. Overall, the project continues to make very good progress.
2. The project met its year 1 targets
3. In Year 1, over 77% of the core beneficiaries received 240 hours of instruction and study time, against a target of 75%.
4. Year 1 targets regarding English language proficiency were also met. Over 93% of the teacher educators improved their numerical score on Aptis at mid-project compared to baseline and over 75% improved by one CEFR level.
5. The levels of confidence in their English and teaching reported by the teacher educators also increased significantly at mid-project compared to baseline.
6. Through written reflective accounts (of which 872 were analysed), teacher educators identified improvements in their use of and confidence in English as the main benefits they experienced on EfECT in Year 1

In addition, the report provides evidence that:

1. Teacher educator teaching practice has improved significantly in the first six months of year two
2. Teacher trainees recognise positive changes in the quality of the training they are receiving



## Where we work

### The project works in 24 teacher training institutions:



20 Education Colleges



2 Universities of Education

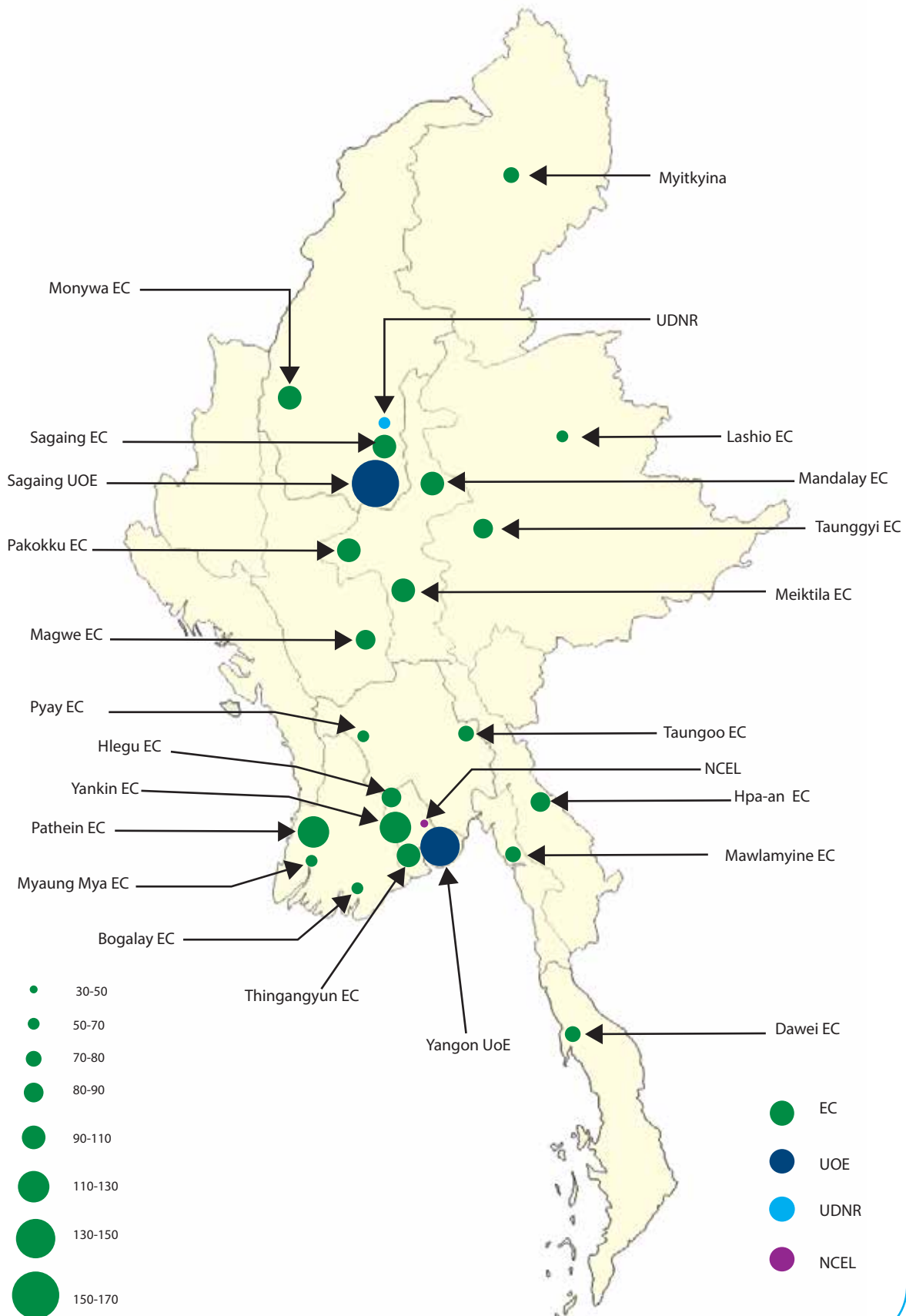


The University for the Development of the National Races



The National Centre for English Language

## Where we work



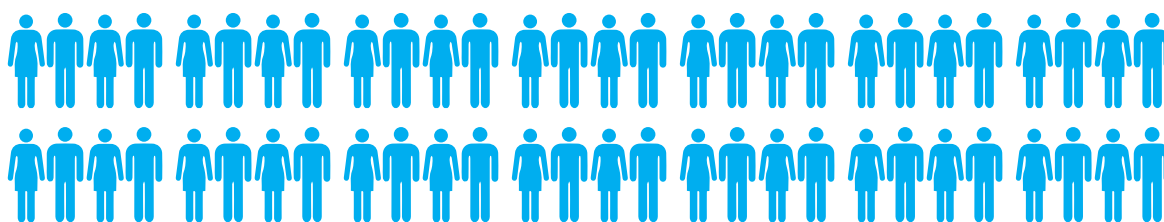




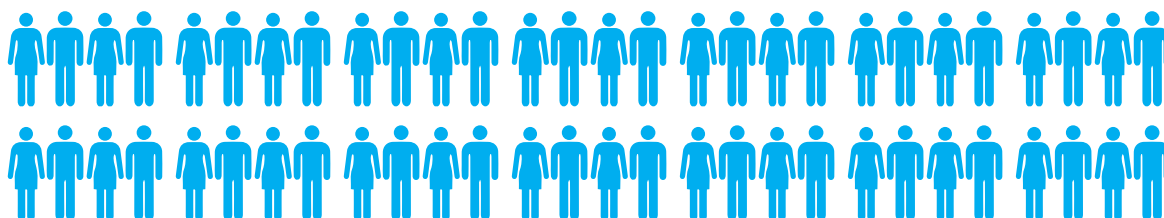
## Where we work



**In year one the project worked with 1560 beneficiaries**



For reasons beyond the project's control such as special leave, late starting, and early leaving, 430 teacher educators did not take up the full provision on offer leaving **1130** 'core beneficiaries'



The Ministry of education appointed around 700 additional teacher educators from September 2016, These joined the project making a total of **2,222** beneficiaries

"The project database includes data for 2222 individuals. In this sense, then, the original target has been surpassed by 70.9%, but not all these individuals have participated in the project to the same degree" – Simon Borg

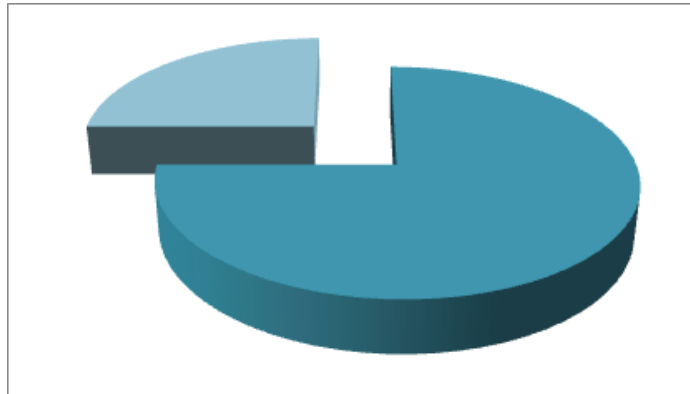




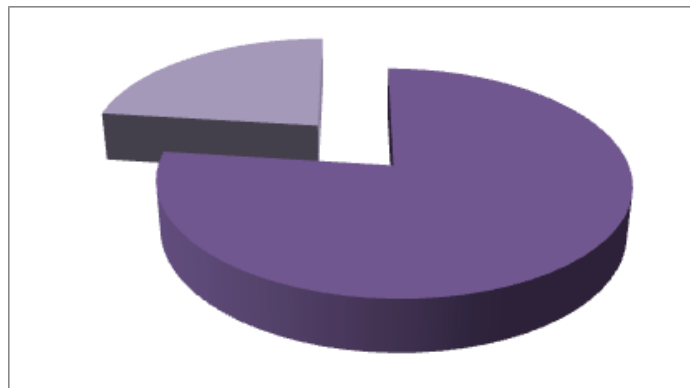
## How long we worked



The aim for year one was that 75% of teacher educator should achieve the target of 240 hours of professional input



Target – 75%



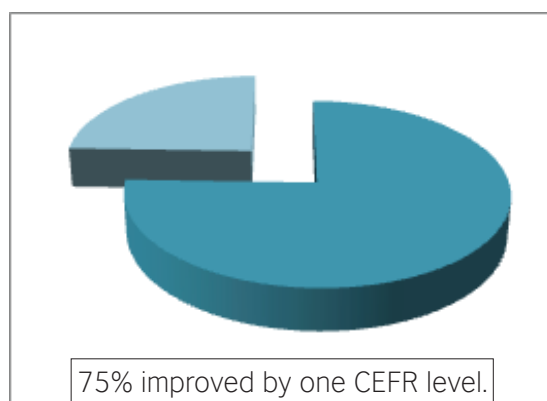
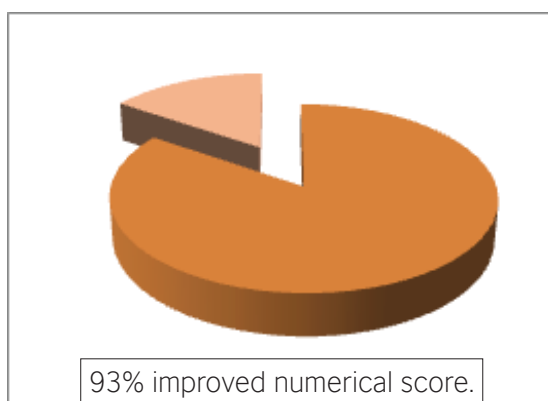
Achieved – 77%

“In Year 1, over 77% of the core beneficiaries received 240 hours of instruction and study time, against a target of 75%.” – Simon Borg



## Improvements in English Proficiency

**Year 1 targets regarding English language proficiency were also met.**



*“Year 1 targets regarding English language proficiency were also met. Over 93% of the teacher educators improved their numerical score on Aptis at mid-project compared to baseline and over 75% improved by one CEFR level.” – Simon Borg*



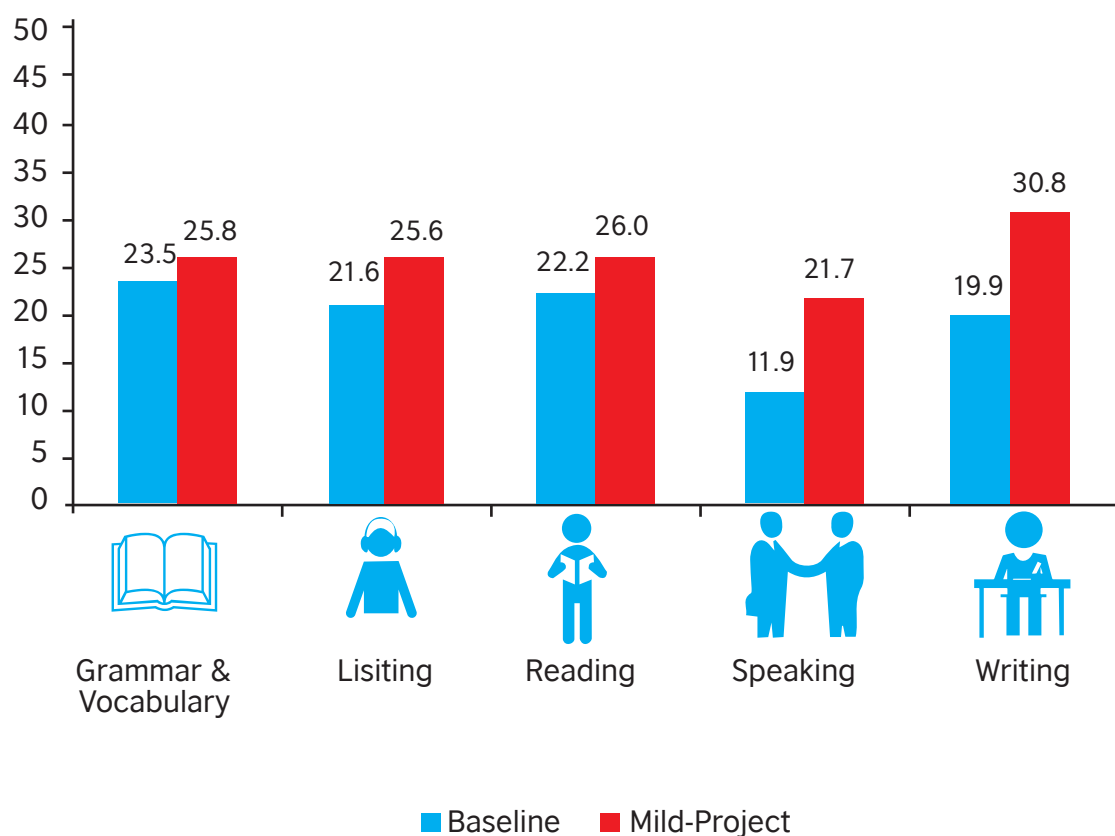
**609 teacher educators went up by one CEFR\* level at mid-project**



**53 teacher educators went up by two CEFR\* levels at mid-project**

CEFR\*= Common European Framework of Reference for languages

## Improvements in English Proficiency



*'Progress with respect to measured English language proficiency has thus been excellent. Significant improvements were registered on all four skills, most notably on speaking and writing'. Simon Borg*

## Improvements in Confidence

### Confidence with English

#### Confidence with General use of English

| Item                          | Baseline Mean | Mid-Project Mean |
|-------------------------------|---------------|------------------|
| Speaking with colleagues      | 2.7           | 3.2              |
| Talking about familiar topics | 3.2           | 3.6              |
| Giving opinions               | 2.7           | 3.2              |
| Pronouncing clearly           | 2.6           | 3.1              |

Teacher educators showed statistically significant improvements in their level of confidence in their general use of English on all measures.

#### Confidence with use of English as a teacher educator

| Item                                      | Baseline Mean | Mid-Project Mean |
|---|---------------|------------------|
| Giving short talks or presentations       | 2.3           | 2.8              |
| Setting up pair and group work activities | 2.5           | 3.0              |
| Responding to difficult questions         | 2.2           | 2.7              |
| Questioning trainees                      | 2.4           | 2.9              |
| Using the internet                        | 2.5           | 3.0              |

Teacher educators showed statistically significant improvements in their level of confidence in using English in their role as a teacher educator on all measures.





## What the College Principals said

*"We have been learning English proficiency and methodology for one and a half years that are very useful and good for our career. We especially like some methods and teaching techniques such as how to write a lesson plan with direct instruction for the whole class teaching, how to give feedback, questioning skills and classroom management"* – Daw Nang Phyu Phong – Principal Taunggyi Education College

*"The trainers train us to meet real and current needs in teaching of whole class. Ongoing reflection and discussion between trainers and teacher educators are excellent during the training and development methods include the teacher educators actually applying new information and methods in the workplace and to real-life problems."* – Khin Khin Win – Principal Meiktila Education College

*"The teacher educators have learnt a lot of new things, ideas and teaching techniques through the methodology class. Some of the teachers could use the ideas that they have learned in their classrooms. They can also improve their English language skills. They were afraid and shy to speak English during the first days of EfECT classes, but now they can use English when communicating with each other"* – U Htin Bay – Principal Lashio College

*"The EfECT trainers are extremely knowledgeable in teaching. They are hardworking, well qualified and enthusiastic to ensure that their trainees get the target skill they deserve. They are also punctual. They have got good communication skills to explain the subject area in a systematic way which will make any trainee comfortable and confident in their subject. They show great patience to make everybody comfortable in class"* – Daw Khin Htar Mon – Principal Dawei Education College

## Case study

Before the EfECT project, I wasn't happy to learn English because this is not my subject. In my life, I have no friends who are crazy about English so I'm not familiar with the English language. I wasn't interested in listening to English songs or movies or reading stories written in English because I had no opportunity to improve my English skills. I wasn't enthusiastic because no one encouraged me to learn more.

At the beginning of the EfECT project, I felt shy because my pronunciation is very poor. During the classes, I have enjoyed learning because we can freely express our opinions. Sometimes, I made mistakes but no one laughed at me in class. In this way, I dared to speak out more and more. I also wanted to participate well in class activities. So, I was eager to learn day by day because I want to improve myself. The first English story I read during the EfECT project made me want to read more. The title was 'Robin Hood' written by Stephen Colbourn.

Now, I have a little more confidence to communicate in English because I have over 5 months experience in this class. I feel that I'm lucky because of this project. If possible, I want all of my trainees and all of their students to have this chance. I want to guide them to practice speaking, listening, using the dictionary, phonetics, reading articles and writing messages in English because English language is an international language.

**Daw Aye Aye Myint: Teacher of Agriculture: Myitkyina Education College**

Although my curriculum is in Myanmar, because I am learning English on the EfECT project I am more confident using English in class. In those days, I never wrote in English because I was scared to write English ... I had no confidence to write. I couldn't understand my teacher's instructions and my classmates couldn't write in English. I felt awful but I need English.

Although I didn't want to write, my classmates wrote so I wrote a little. I made mistakes but they didn't laugh. They either helped me or we worked together. It was wonderful and made me want to write more. I realized other teachers felt the same so I was less stressed. I have begun to write and listen more carefully. I have begun to understand how to write in class. I get help from my teacher. He is patient and doesn't get angry. I was afraid of making mistakes and unsure how to write a sentence but now I write again and again.. Then, I write, drafting, editing and finally writing. My teacher checks my letters and essays.

I feel more confident and no longer afraid because I have begun to improve my writing. I can use prepositions correctly and I have learned new vocabulary. (Although, I still make some mistakes, we have learned to check each other's work). Now, I can write to friends in different ECs. I enjoy the EfECT classes because I can fully participate and share ideas and experiences. English language is not only an international language; it is also the most popular language for trainees to learn. Therefore, we should keep trying.

**Daw Yu Yin: Teacher of Educational Theory: Magwe Education College**

## Case study

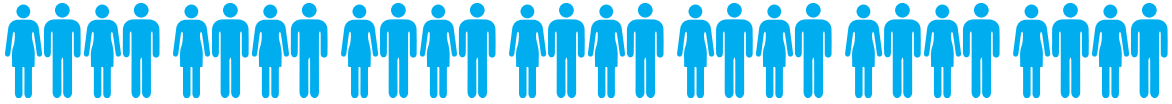
Before the EfECT project, I taught my students with traditional methods and grammar translation method that I have used ever since I became a teacher. I translated almost all the lessons into Myanmar. I always talked about the answers and explained everything by myself. I didn't give them a chance to think about the answers and I didn't use classroom language. It is because of my lack of exposure to English and because I was not confident. I did not know exactly what teaching method to use. At that time, I was not pleased with that and found that it was not effective for the students as some students felt bored with my lecture and some were not very interested in their lessons. They didn't want to try and to carry out exercises themselves. They usually depended on me. I found that only a few students were interested in my lectures.

Since I have been participating in this EfECT project, I have learned a lot of teaching methods – so many new ideas and information that are really useful for me. ... I have learned classroom language for giving feedback, setting up classroom activities, checking instructions, concept checking, transitions, working with a partner and so on. I have really appreciated my trainer's teaching methods. But, I cannot apply them all immediately. However, after five months, I have changed my teaching methods. I don't speak so much in the classroom as I use the student-centred approach. I always make them speak or discuss the topic, lessons, grammar and reading passages within a limited time.

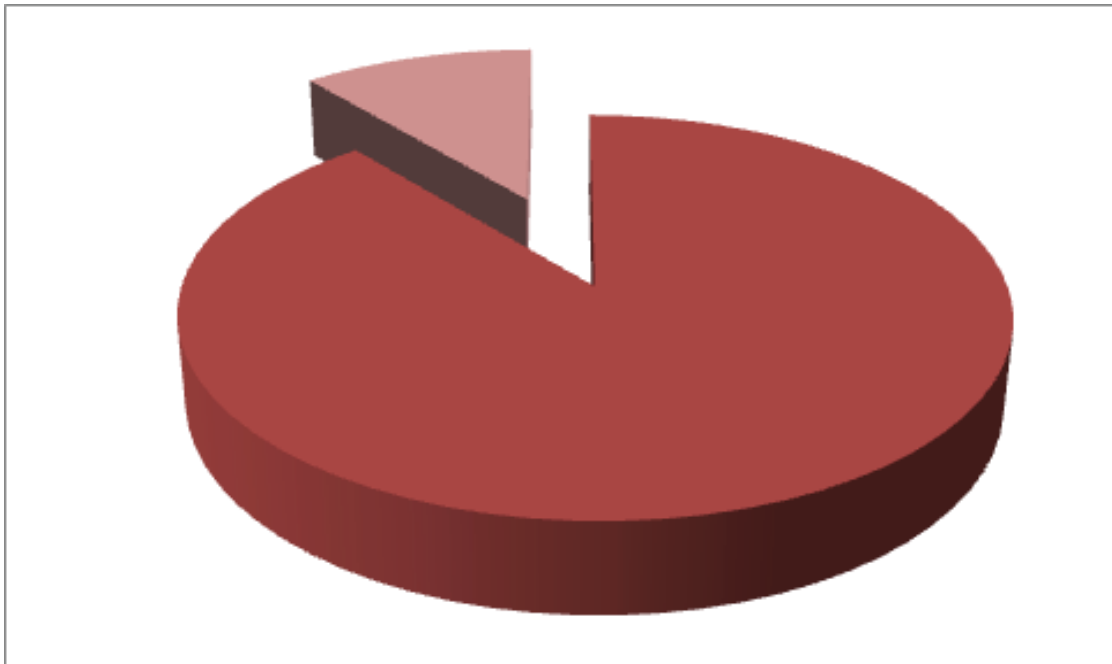
When I use this method, my students are more interested in learning. They want to know what the lesson will be about. I also get their ideas and opinions. By doing this, most students can improve their creative thinking and are able to brainstorm their ideas. Using classroom language, I ask the questions to my students. When my students give their opinions, I always say 'great', 'yes', 'well done', 'good', 'interesting', 'lovely', 'maybe' etc. just like my teacher. At the time, my students are more active and they are happier than before. I find this teaching method is more effective than traditional methods. As for me, I am very pleased when the students are eager to learn the lessons. Moreover, I feel happy and more confident.

**Yin Yin Htay: Teacher of English: Sagaing University of Education: Upper Myanmar**

## Improvements in Teaching



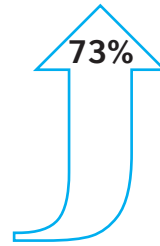
**2,139** teacher educators benefitted from teaching methodology classes during year 2 of the project



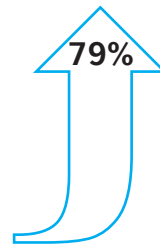
Half-way through the methodology year 89% showed some improvement in their teaching during classroom observation

## Improvements in Teaching

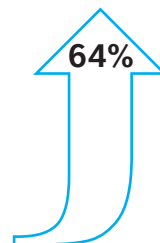
### Lesson Planning



### Interactive classroom management

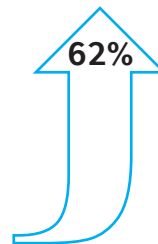


### Questioning skills

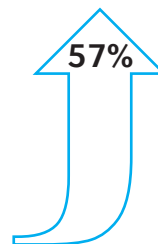


## Improvements in Teaching

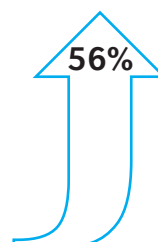
### Use of resources



### Assessment for learning

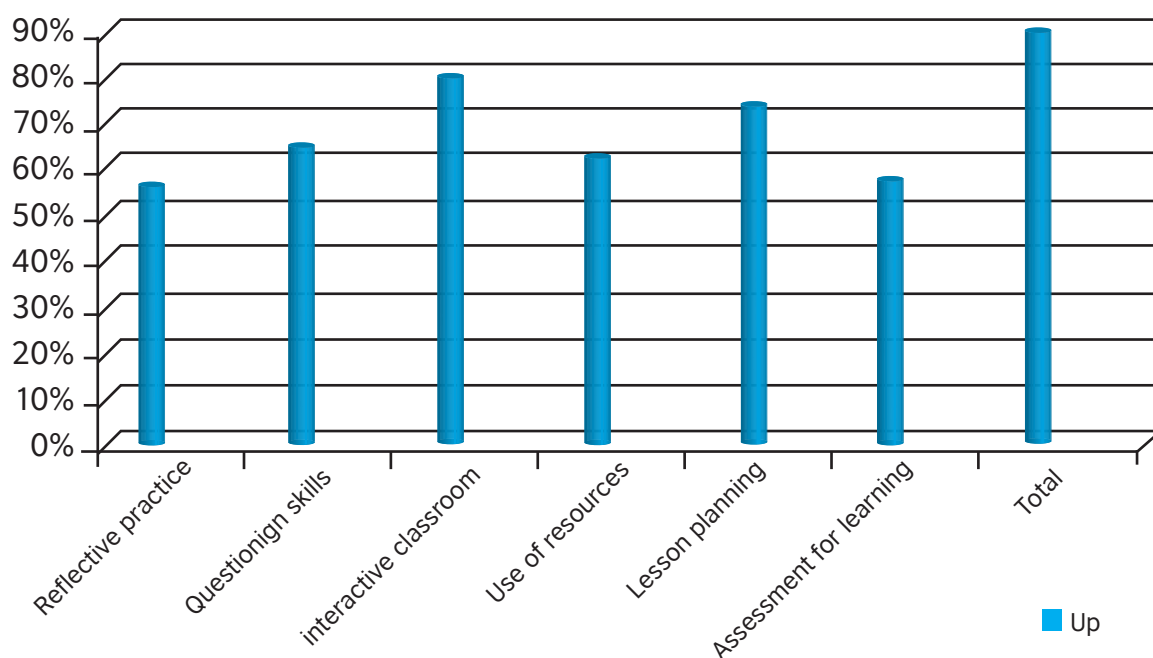


### Reflective practice





## Improvements in Teaching



The biggest improvements were in interactive classroom management, lesson planning and questioning skills.

### Total change



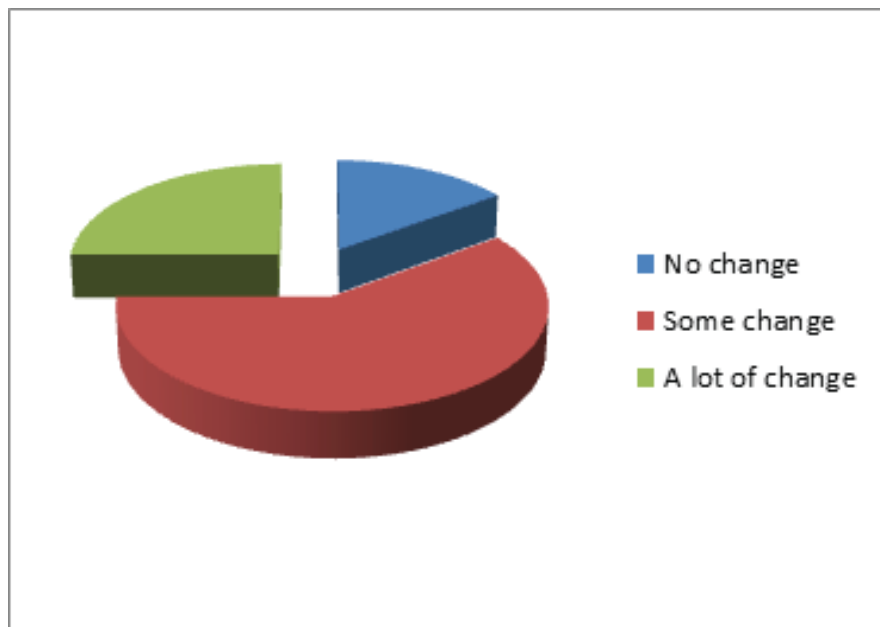
89%



## Experience of the trainees

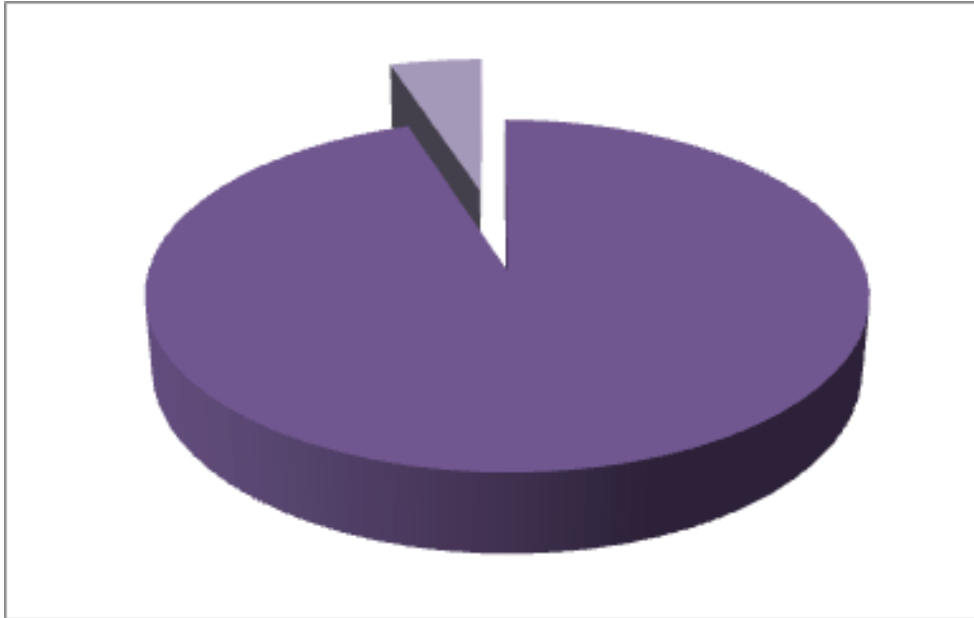


**14,199** teacher trainees have benefitted indirectly from the EfECT project by being trained by teacher educators who attend EfECT classes. 2,000 of these trainees were surveyed.



87% of trainees (n=1,793) reported some change in the teaching they were receiving with 30% (n=529) reporting “a lot” of change.

## Experience of the trainees



Of those commenting on the change (n=1,521), 96% described this as positive change (n=1,453)

## Experience of the trainees

When asked what change they had seen, the following are examples of the responses

There are some uses for the practicals and they focus on students' opinion, they don't waste our time and they put more emphasis on competence.

We used to sit at our desk and it's boring sometimes but now, we are asked to discuss in groups so it's fun.

Teachers use various teaching methods to make lessons more interesting such as group learning, running dictation method, peer teaching, etc.

Teachers explain and give the answer by themselves for previous time but now students have to find out the answers by themselves. Support students to speak out. Teaching methods are changing and using more teaching aids than before.

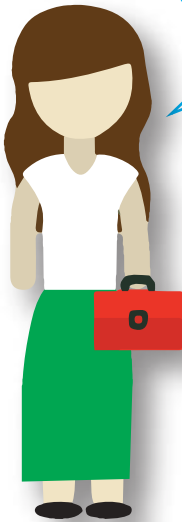
*Some of the previous subject teachers neglect the students who are talking and sleepy during the class but during the last 6 months, the teachers write a topic on the board and they ask us to discuss it by asking us questions.*

In the past, the teacher just gave the lecture, but now we are asked to discuss in groups, using more teaching aids, ask more questions to make us think and ask us to move around the class more.

## Experience of the trainees

When asked what change they had seen, the following are examples of the responses

*There are some changes as I have learned to overcome the problems I faced six months ago. We understand better about the techniques, we become more proficient in English spoken expressions, and we can better use classroom language.*



*We used to sit at our desk and it's boring sometimes but now, we are asked to discuss in groups so it's fun.*



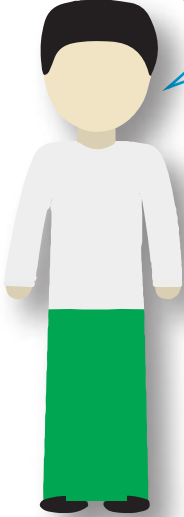
*The previous teachers used less teaching aids and less practice but now the lessons are taught using new techniques, more teaching aids and use more interesting intro parts.*



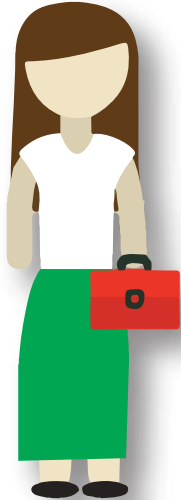


## Experience of the trainees


When asked what change they had seen, the following are examples of the responses



*We become more interested in the lessons because of the child-centred approach and they find ways to help us improve.*



*Some of the previous subject teachers neglect the students who are talking and sleepy during the class but during the last 6 months, the teachers write a topic on the board and they ask us to discuss it by asking us questions.*



*Some changes are asking open questions.*



## Experience of primary children

In terms of reach, the project estimates that the trainees at the colleges during the period of the project will go on to teach **2,000,000** primary children over the next 5 years:

