



Project Spoken English

End of project report

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1 Executive summary

Providing free, equitable and quality primary and secondary education for the children of Delhi, to promote opportunities for their upward social mobility and social inclusion, is a prime focus of the Government of the National Capital Territory of Delhi. To this end, the Directorate of School Education Delhi signed an agreement with Macmillan Education and the British Council to develop the spoken English skills of Class 11 students in Delhi, through an intervention called Project Spoken English¹. Macmillan Education as lead partners, were responsible for the recruitment of teachers and the course content while the British Council was responsible for the training of teachers in the pedagogical skills required to deliver the 160-hour Spoken English course and the recruitment and training of Senior Teachers who line managed the teachers and provided them academic and operational support. This intervention was in line with the Delhi English Project that was implemented in 2018, wherein a spoken English course was successfully delivered to 11,731 Class 11 students over three cycles from May – November 2018. In 2018, 24, 000 students had enrolled for the course by paying a small fee. This year, the DoE decided to eliminate this fee, and consequently expanded the enrolments to include 40, 000 students. A detailed report on the 2018 project has been submitted to the DoE.

The 2019 iteration of Project Spoken English started on 15 May 2019 and ended on 31 December 2019. To reach 40,000 learners, the project ran in three phases. The first two phases, (15 May - 19 June 2019 and 27 May - 29 June 2019) were conducted intensively (six hours a day, six days a week) during the summer vacations. Phase 3 was conducted from 11 October to 31 December 2019 in a staggered manner, as two hours and forty-five minute classes every day, before or after regular school hours continuing for 57 working days. The key outcomes and outputs achieved are presented in Table 1 below:

Table 1: Key outcomes and outputs from the Project Spoken English

Outcomes for Phases 1 2 and 3:

- An internal evaluation by the British Council showed 70 per cent students who completed both a pre-course and end-of-course assessment and had an attendance of 50-80 per cent improved by one CEFR level.
- In phases 1 and 2 over 90 per cent of Class 11 students reported increased levels of confidence when speaking in English at the end of the course whereas this was 80 percent for phase 3.
- Over 80 per cent of Class 11 students in phases 1 and 2 and 90 percent in phase 3 were satisfied with the spoken English course delivered to them.
- Over 80 per cent of teachers met agreed standards of teaching quality across all areas of classroom performance during their observations in all three phases.

¹ Note: This project is also referred to as Delhi English Project and readers of this report will find it being used particularly in direct quotes from stakeholders.

Outputs:

- In phases 1 and 2, a high quality 160-hour spoken English course was delivered in 27 days, to 30,318 Class 11 students in up to 737 schools across Delhi and in phase 3 over 57 days to 8879 Class 11 students in 202 centres across Delhi.
- 1435 teachers were recruited and received four days of training in phases 1 and 2. Whereas 184 teachers were recruited from this pool for phase 3. These teachers received a one day refresher training.
- 88 teachers, who were part of the project in 2018 received a two-day refresher training.
- 70 Senior Teachers were recruited and received six days of training and 16 Senior Teachers were selected from this pool for phase 3. These teachers attended a 1.5 days refresher training
- In phases 1 and 2 Senior Teachers observed teachers twice in each phase in over 90 per cent cases. Whereas in phase 3 they observed all teachers assigned to them twice each.

Overall, Project Spoken English met its objectives, most significantly because it achieved clear improvements in Class 11 students' English proficiency, as demonstrated in both internal and external evaluations. This achievement was supported by the effective project delivery provided by the British Council and Macmillan Education, who ensured that sufficient number of Senior Teachers and teachers were recruited to deliver the course to the required number of students and were trained and supported to perform to the high standards of quality expected. However, students' low attendance, due to timing of the classes (summer vacations during Phase 1 and 2), remedial classes and admissions in the May -June period and timing (before/after school hours) and overlapping with students' coaching classes during Phase 3, reduced the potential impact of the project.

Further, an external evaluation of Phase 1 and 2, by Trinity College London² showed approximately 62 per cent students started the courses with pre-A1 or A1 level of spoken English, whereas for the post-assessment, students at A1 levels had declined to 35.45 per cent and around 66 per cent of the students had achieved A2 level or better, showing improvement of a full Common European Framework of Reference level (CEFR) (see Appendix 6.1).

Before going further, it is pertinent to note a couple of changes in terminology: *Delhi English Project* is now renamed *Project Spoken English* and periods of delivery are referred to as phases and not cycles. In addition, much of the process and systems already established in Delhi English Project 2018 (such as the recruitment, training, support and observation of teachers) was replicated for Project Spoken English 2019. Such similarities must be considered. Differences appear in some aspects of data analysis (e.g. number of lessons observed, progress of teachers etc.).

² Note: no external evaluation was conducted in Phase 3

This report presents its findings for Phase 1 and 2 together as these were delivered in an intensive manner over May-June 2019 and data was collated soon after. It is followed by findings from Phase 3 that started three months later in October 2019 and was conducted in a staggered manner until 31 December 2019.

2 Introduction

This section contextualises the project with details of its background and rationale.

2.1 Background

With a population of 16.78 million, Delhi is transforming into a knowledge-based society where innovation and technology are becoming the drivers of growth. Providing free, equitable and quality primary and secondary education is a prime focus of the Government of the National Capital Territory (NCT) of Delhi. Augmentation of school infrastructure, improvement of learning outcomes, high quality training and capacity building programmes for teachers and improvements in school pedagogy are some of the key areas where the Delhi Government has been prioritizing in recent years. The aim of these interventions is to provide students in government schools with resources and opportunities for upward social mobility and social inclusion. The Delhi Government is persistently thriving to develop a 'knowledge economy' and make Delhi an educational hub.

2.2 Project rationale

On 15 May 2019, the Directorate of School Education Delhi (SCERT and RMSA Delhi), signed an agreement with Macmillan Education (as lead partner) and the British Council to develop the spoken English skills of Class 11 students in Delhi Government schools through an intervention called Project Spoken English.

The goal of the project was for 40,000 Class 11 students to develop their English-speaking proficiency and communicative competence and to achieve the lasting impact of improving their employability skills and enhance their job readiness.

3 Activities and results

This section reports on key activities, outputs and outcomes delivered by the Project Spoken English focusing first on the spoken English course content and delivery, then on the interventions provided for each key stakeholder group, namely Senior teachers, teachers and the Class 11 students.

3.1 The spoken English course

3.1.1 Content

The aim of the 160-hour spoken English course delivered to Class 11 students during Project Spoken English was to improve students' speaking skills by one full CEFR level (see Appendix 1). To achieve this aim, Macmillan Education developed a bespoke workbook, 'Let's Talk', for the Class 11 students. The workbook was specially designed to meet the interests of Class 11 students and maximise their opportunities to speak in English during the lessons. To ensure this, the workbook has three key components:

1. **Whole class input** draws on the principles of communicative language learning wherein the teacher makes use of real-life situations that necessitate spontaneous communication, utilising creativity and interactive practices. During these sessions Class 11 students participated in the following types of activities to ensure maximum spoken English practice:
 - listening activities
 - information gap activities
 - mingle activities
 - role plays
 - presentations
 - class discussions
 - interviews
 - dialogue builds
 - white/black board races
 - communication games.
2. **Independent learning sessions:** Students were given the opportunity to work independently, according to their needs and established by mutual agreement between the teacher and student. During these sessions, students had the opportunity to review the course content, memorise new lexical items, practise their pronunciation and/or intonation with one-to-one support from the teacher if needed. These sessions had the following advantages:
 - students could learn at their own pace
 - students could take control over their learning and become more aware of their strengths and areas for development
 - a low-stress environment, freed students from fear of embarrassment or failure
 - the avoidance of overstimulation and elimination of peer distractions
 - the development of time management and other life skills such as?
 - time for teachers to assess student progress and their mastery of English.
3. **Group project work:** Project work is becoming an increasingly common practice in the English language classroom as it stimulates the use of language in a structured and communicative manner. Group project work during the Project Spoken English

involved students in deciding together what they wanted to do to complete a project, while the teacher played a more supporting role. This element of the spoken English course had the following advantages:

- increased motivation – students became personally involved in the project
- the integration of all four skills: reading, writing, listening and speaking
- the promotion of autonomous learning as students became more responsible for their own learning
- clear learning outcomes – students had an output which could also be assessed by the teacher according to specified criteria
- authentic tasks and therefore more authentic use of language based on input
- the development of interpersonal relations and collaboration skills, through working as a group
- a more student -centered approach to decision-making around content and methodology
- opportunities for the development of both fluency and accuracy.

3.1.2 Delivery

As shown in Table 2 below, a total of **39,197** Class 11 students received a 160-hour spoken English course in the 2019 intervention of Project Spoken English (15 May - 31 December 2019).

Table 2: Start dates and student numbers.

Phase	Start	End	No. students
1	15 May 2019	19 June 2019	18,233
2	27 May 2019	29 June 2019	12,085
3	11 October 2019	31 December 2019	8,879
Total			39,197

Following the principles of immersive pedagogy, phases 1 and 2 were delivered over a period of 27 days with face-to-face classes taking place six days a week, approximately six and a half hours a day, during students’ summer vacation. By providing students with continuous exposure to English during the four-week teaching period, this approach afforded real opportunities for sustained, deep learning. It also helped teachers to quickly gain an understanding of their students’ learning needs and preferences. This intensive approach was also a recommendation given by the British Council to the Directorate of School Education Delhi at the end of the Project Spoken English last year, which ran in 3 phases, with course delivery in phases 2 and 3 following a staggered approach with classes conducted after school hours and delivered over 57 days.

However, since all registered students were not covered by the end of Phase 2, the Directorate of School Education, Delhi, recommended a third phase. This phase would allow students who missed an opportunity to improve their spoken English levels during the summer vacation period, to attend spoken English classes along with their regular school.

Phase 3 of Project Spoken English was conducted for 204 batches in 186 schools, with some schools running two batches – one in the morning for boys (before their afternoon school hours) and another in the afternoon for girls (after their regular morning school hours).

3.2 Senior Teachers

Senior Teachers were a key stakeholder on Project Spoken English, as they trained, mentored and monitored the teachers who delivered the lessons from the bespoke course. This section focuses on their recruitment, the training they received and the monitoring and evaluation they conducted to ensure quality in the classroom.

3.2.1 Senior Teacher recruitment

To ensure the right candidates were selected to support the teachers delivering the spoken English course, the British Council ensured the following recruitment processes were implemented:

1. The position was advertised by e-mailing educators who had experience of working with the British Council and who had successfully completed the Cambridge Certificate in English Language Teaching to Adults (CELTA). It was also advertised on the British Council's Facebook pages.
2. Applicants submitted an expression of interest that helped shortlist candidates according to minimum requirements in terms of skills, knowledge, experience and qualifications.
3. Out of 112 people who submitted expressions of interest, 90 were shortlisted by the British Council team.
4. The shortlisted candidates were interviewed over the telephone for 30 minutes by a panel consisting of a British Council Senior Academic Manager and/or an Academic Manager and the Project Head. Candidates were asked questions about their experience of teaching young learners (up to 18 years old), project management and teacher development.

3.2.2 Senior Teacher training

For Phases 1 and 2 of Project Spoken English 2019, 72 Senior Teachers were recruited, and they went through a two-day training. Senior Teachers were also required to go through the four-day teacher training to help them understand the roles of the teachers in the project and whom they would line manage. This training was conducted and delivered by an Academic Manager.

For Phase 3, the academic team selected Senior teachers from the Phase 1 and 2 pool of Senior teachers. Their selection was based on their end-of-training assessment performance (conducted in Phase 1 and 2) and feedback on their performance in

managing teachers during Phase 1 and 2. Table 3 below provides details of the Senior Teachers trained in each round.

Table 3: Number of Senior Teachers trained in each round

Round	Training dates	Number of Senior Teachers trained
1	26-27 April 2019	28
2	8-9 May 2019	31
3	20-21 May 2019	13
4	1 October 2019	18

The main objective of this training was to help Senior Teachers develop their teacher management skills so that they were better equipped to support the 10-15 teachers each of them would be managing during Project Spoken English 2019.

Input Senior Teachers received focused on the following four elements:

1. Understanding the role of a Senior Teacher and managing timelines for submitting and receiving various data collecting mechanisms.
2. Developing Senior Teachers' understanding of monitoring, evaluation and learning (MEL)
3. Analysing what constitutes an effective lesson and developing Senior Teachers' understanding of project observation tools and processes
4. Guidance and strategies on how Senior Teachers can manage underperformance.

Senior Teachers found the training content very relevant to the context of the project and reported that it equipped them to manage their work to the required standard.

All the Senior Teachers were given an end-of-training assessment to assess their learning during the training. The assessment tested four areas:

1. understanding the Senior teacher role
2. understanding MEL
3. understanding observations
4. managing underperformance

As shown in Figure 1, out of the 70 teachers who took the end course assessments, a majority of Senior Teachers scored 50 per cent and above in all the four key areas of the assessment. In 'managing underperformance', 54 Senior Teachers scored 75 per cent and above, followed by 10 teachers who scored between 51-75 per cent.

Regarding ‘understanding your role’, 15 teachers scored above 75 per cent while 46 scored in the 51-75 per cent range. Overall, the figures indicate that the Senior Teachers had a good understanding of the project objectives and how these fit into their

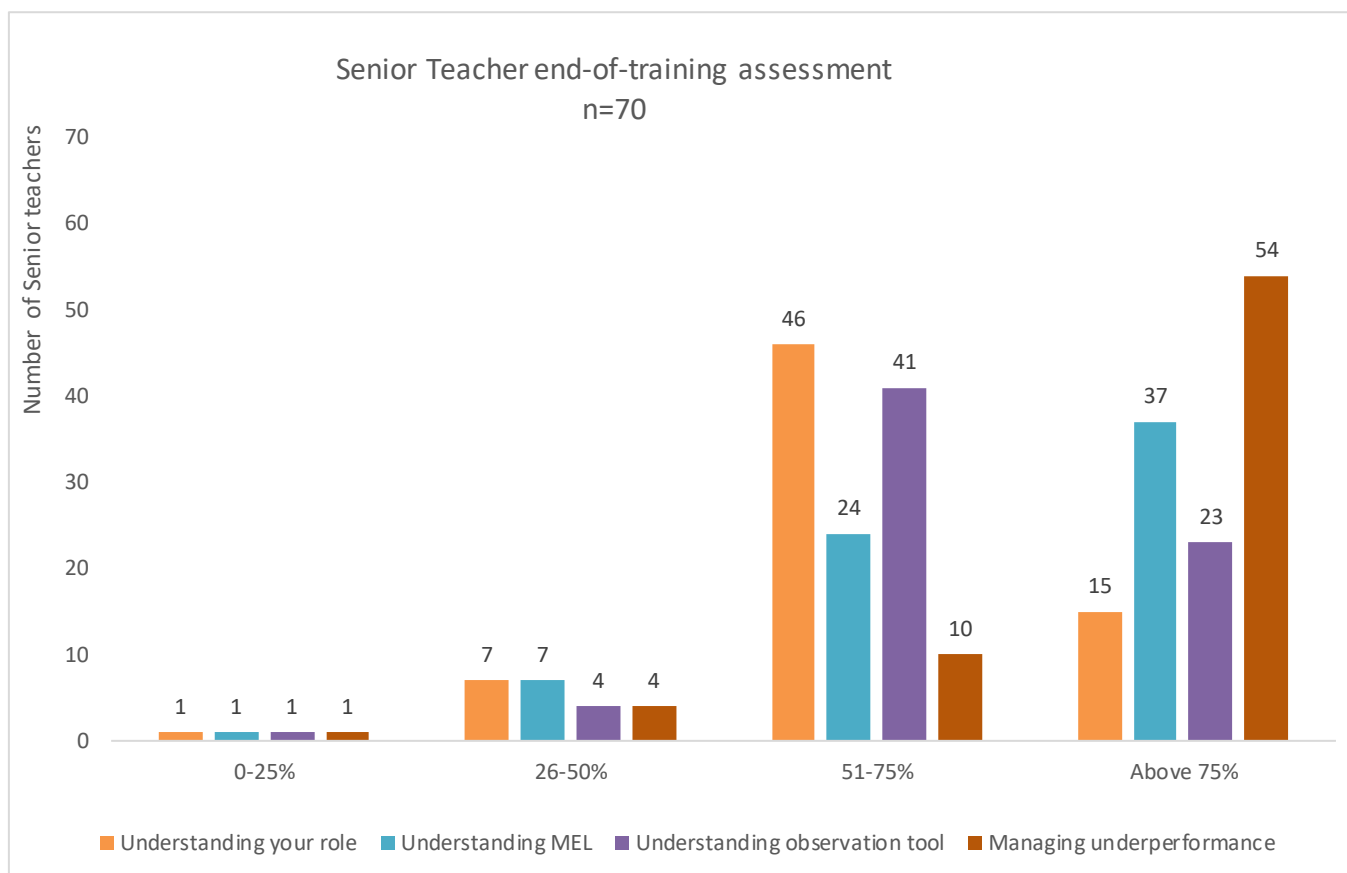


Figure 1: Assessment of Senior Teachers

role.

In summary, participating Senior Teachers found the training useful and gained a better understanding of their role and responsibility on this project. The training helped standardise the observations that Senior Teachers had to conduct during the project and was able to ensure that quality training was delivered in line with the project objectives.

3.2.3 Senior Teacher monitoring and evaluation responsibilities

Senior Teachers were responsible for collecting student attendance and assessment data from teachers and sharing it with Macmillan Education and the British Council.

To ensure the quality of the Spoken English course, Senior Teachers observed each teacher twice during all three phases of the project. They observed each teacher for up to two hours, using a standardised observation tool, and held a one-to-one feedback discussion with them afterwards. This conversation was also the written feedback that Senior Teachers gave to their teachers. The observation tool was informed by the British

Council's Continuing Professional Development framework (see Appendix 2) and measured teaching practice against the following areas:

- 1 Planning lessons and courses
- 2 Using inclusive practices / Understanding learners
- 3 Developing 21st century skills
- 4 Managing the lesson
- 5 Use of English
- 6 Managing resources
- 7 Assessing learning
- 8 Teacher reflection

Summary results of these observations are provided in Section 3.3. In addition, Senior Teachers monitored the quality of the spoken English course by conducting focus groups discussions with students at the end of each phase. At the end of Phase 1 and 2, the five focus groups were conducted at the end of each phase with 10 students in each group.

At the end of Phase 3, two focus groups were conducted with students, with 10 students in each group. Summary results of these are provided in Section 3.4.

3.3 Teachers

Teachers were another key stakeholder on Project Spoken English, as they delivered the spoken English courses to the Class 11 students. This section reports on their recruitment, training, deployment and teaching quality.

3.3.1 Teacher recruitment

Teacher recruitment was conducted by Macmillan Education. To ensure the right candidates were selected to deliver the spoken English course, the following recruitment processes were implemented before the project began in April 2019:

1. The position was advertised by Macmillan Education on their webpage and through mailers in their network of educators and content writers. It was also posted on the British Council Facebook pages and emailers were sent to educators from British Council's network of teachers.
2. Applicants submitted an expression of interest to demonstrate minimum requirements in terms of skills, knowledge, experience and qualifications.
3. Shortlisted applicants went through a face-to-face interview at Macmillan Education and were selected based on the criteria of good communication skills, minimum CEFR B2 English levels (see Appendix 61.), a teaching qualification, preferably specialising in English language teaching.
4. For **Phase 3**, teachers were recruited from the pool of teachers who worked in Phase 1 and 2 of the project in May -June 2019. Their selection was based on feedback on their performance in the end-of-training assessments, Senior teacher feedback from phase 1 and 2 and another round of face-to-face interview at Macmillan Education.

3.3.2. Teacher training

The British Council, in collaboration with Macmillan Education, organised a four-day intensive teacher training for the teachers recruited to deliver the English language course on the Project Spoken English. The training was delivered by British Council Training Consultants and Academic Managers between 11 April and 24 May 2019 to 1435 teachers. Appendix 1 gives details about the dates, training venues and Training Consultants on each training.

One of the main objectives of this training was to develop teachers' skills and knowledge so that they are well-equipped to deliver the 160-hour course designed for students to develop their spoken English skills and communicative competence.

Content of the training

The input that the teachers received during the four-day teacher training comprised the following three elements (Please see Appendix 6 for the detailed overview of the training):

- 1. Developing teachers' understanding of Project Spoken English:** To ensure that teachers understand the context of the project to be able to deliver the course effectively, the training content included exclusive sessions around the project objectives, project model and course materials.
- 2. Developing teachers' understanding of pedagogy:** The training modules around pedagogy focused on training teachers in various aspects of classroom pedagogy such as giving instructions, working in groups/pairs, monitoring group/pair work, teaching vocabulary, teaching speaking, eliciting information, error correction etc. There was an exclusive session on helping teachers how to oversee project work and independent individual learning sessions that form two important components of the Project Spoken English course 2019. The training materials also included a detailed session on assessing speaking. It focused on understanding CEFR levels and standardising ways of conducting and marking learner assessment. All these sessions were delivered using trainee-centred techniques and methods that teachers could transfer to their own teaching, thus giving them first-hand experience of a student-centred classroom. The teachers were guided on how they could grade their language levels to suit the levels of students they would be teaching.
- 3. Micro-teaching:** Micro-teaching was an integral part of the training, giving teachers innumerable opportunities to practise what they learnt by planning, preparing and delivering activities to their peers. Teachers took turns to practise delivering activities in small groups. The other teachers played the role of students. This also gave them an opportunity to familiarise themselves with the course materials and how to supplement these, if needed, and build their confidence in delivering the activities to students effectively.

- 4. Child protection and POCSO act:** Given that the project involves working with young children, it was essential that teachers were made fully aware of the issues around child protection and how to deal with them and/or report them. The module also focused on how these teachers could make their students more aware of the child protection.

Teachers' participation and response to the training and training materials

During training, trainers reported that most of the teachers seemed to be motivated and keen to learn about their roles and responsibilities on the project. While no standardised testing was done, informal assessment placed most of them at B2-C1 on the CEFR with good English language levels.

The teachers found the training content relevant to the classroom context in which they would be teaching. The training also gave them innumerable opportunities to anticipate the challenges in real classrooms and discuss solutions to the same. While reporting teachers' feedback on the training, one Training Consultant reported:

The participants were enthusiastic and interested in grasping the skills the training aimed to impart. Many of them shared how the skills (questioning, eliciting, ICQs) were useful learning and very different from what they had been doing as teachers so far.

Another Training Consultant shared:

All the trainees who attended the training felt that the training programme was well designed and delivered. Moreover, they felt that the inputs discussed and shared with them during the training were extremely relevant given the requirements of the project and had enabled them to train the students on the Delhi Project confidently and methodically.

Teachers actively participated in the microteaching sessions which were closely monitored by British Council Training Consultants and Senior Teachers. The participants were encouraged to give constructive feedback to their peers to help them perform their role more effectively. Senior Teachers also provided some developmental feedback to the teachers. Based on reports from Senior Teachers, the feedback was well-received.



Picture 1: Teachers experiencing the project work from the Spoken English course.

Teacher feedback and end-of-training assessment scores

All the teachers were asked to provide feedback on their experience of receiving the teacher training and given an end-of-training assessment to assess their learning during the training. The feedback form included questions around relevance of the teacher training content, clarity of training objectives, trainer's ability, role of the training in preparing teachers for their role on the Project Spoken English, teacher's understanding of the British Council Child Protection policy and its implementation, and teachers' overall satisfaction with the training. A total of 573 teachers submitted feedback using the online link provided. The summary of teachers' feedback in Figure 4 reveals that almost all the teachers either strongly agreed or agreed that the training met their expectations on all the parameters described above. This is very positive and encouraging.

Of the 1435 teachers trained, just 573 teachers submitted their feedback. As shown in Figure 2, 568 reported that the training objectives were clearly defined, the content was well structured and relevant, and the objectives were met. While 565 teachers agreed that the training helped them acquire new knowledge and skill and was helpful in developing students' speaking skills, 563 agreed that the training was useful for their role in the project. Overall, 562 teachers expressed satisfaction with the training. The only area that received a significant number (26) of 'disagrees' was in the area of enough time being allotted to each session showing that perhaps the number of days could have been increased or the sessions could have been reduced.

Teacher training feedback n=573

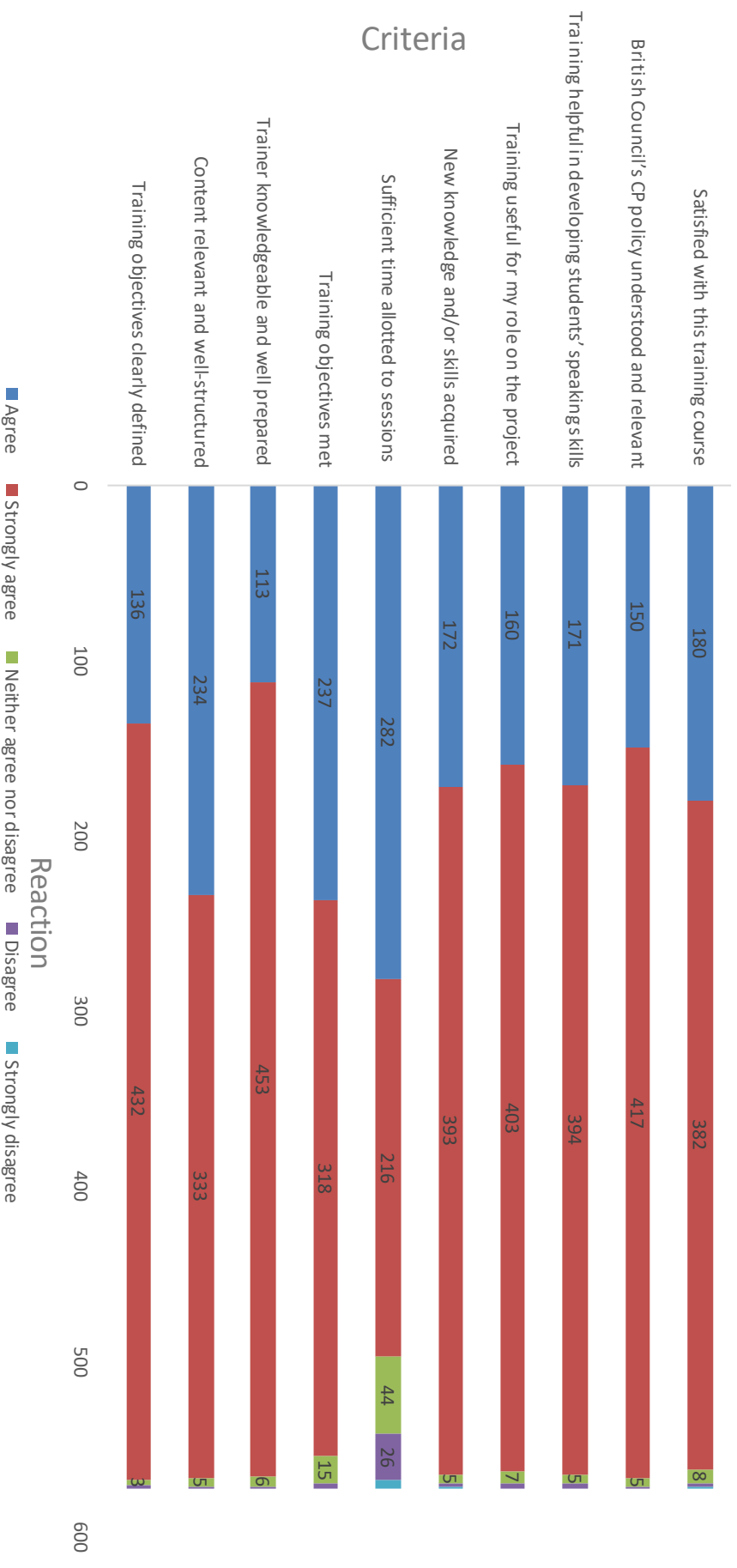


Figure 2: Feedback on teacher training

In addition to self-reported feedback described above, an end of training assessment helped gain insights into teachers’ pedagogy and overall understanding of Project Spoken English. Out of 1435 teachers who were trained, 1122 teachers completed the end-of-course assessment.

The results given in Figure 3 show that 546 teachers scored more than 80 per cent marks on the test followed by 423 teachers between 61 and 80 per cent. The results imply that the quality of majority of teachers ranged between average to good and that only the teachers from these categories, especially those who scored above 80 per cent, must be given preference at the time of school allocation. This also suggests that teachers who scored between 60 and 80 percentage would need ongoing support to implement the recommended pedagogy in their classrooms, if recruited. This support formed part of Senior Teachers’ responsibilities and was included as part of the monitoring they did through observations in the classrooms and through regular meetings for more academic support.

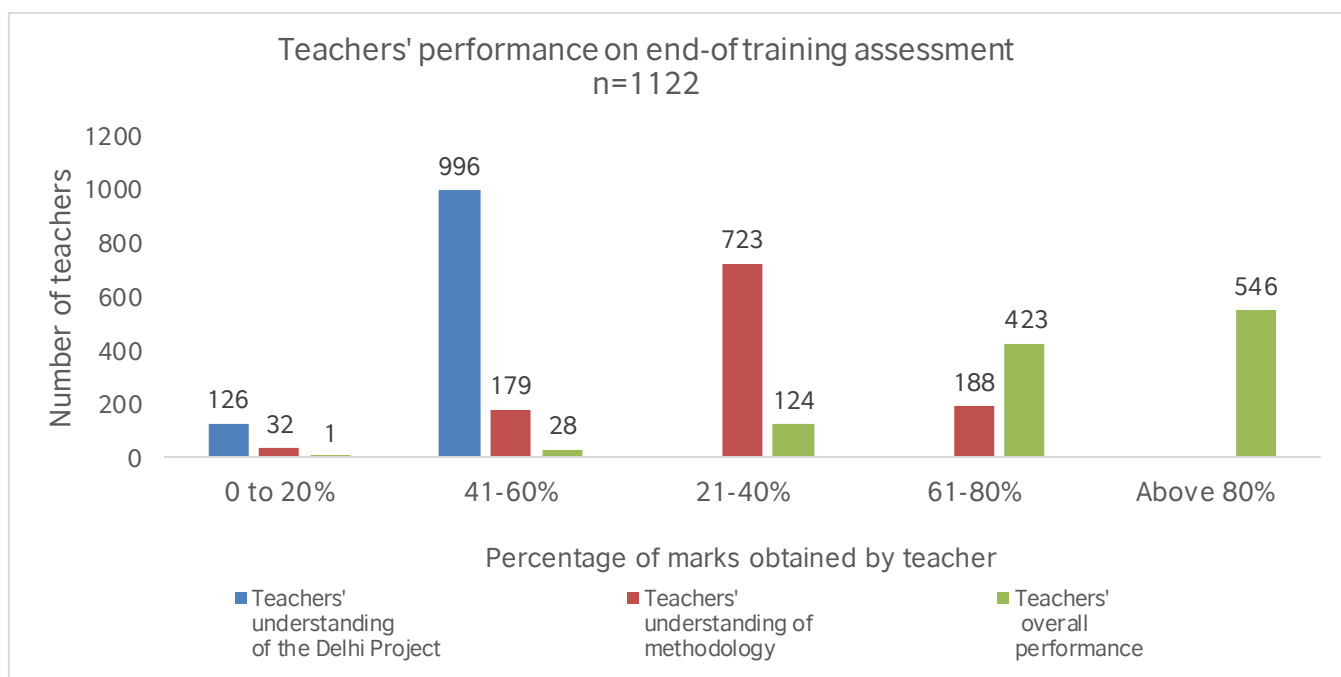


Figure 3: Teachers' performance on end-of training assessment

The informal feedback given by teachers to their trainers was equally encouraging. One participant stated:

I have attended many training programmes so far and have been teaching for 22 years, but the amount I have learnt during this training is unmatched. These three days have been very rich in terms of learning about various aspects of teaching and gives me more confidence about my role on the Delhi English Project.

Overall, participating teachers found the training useful and enjoyed it thoroughly. The training helped standardise the expectations. More importantly, it also helped the British

Council identify teachers who would not fit into the role profile and/or would need extra support.

Recruitment and training of teachers in Phase 3

The selection of teachers for Phase 3 was based on their end-of-training assessments from Phases 1 and 2, feedback from the Senior Teachers assigned to them and face-to-face interviews conducted by Macmillan Education. A one-day refresher training was conducted by British Council Training Consultants for the selected 278 teachers. The training highlighted the student learning outcomes from Phases 1 and 2 and reinforced the importance of the pedagogical principles that underpin the delivery of the 160-hour spoken English course. To strengthen their understanding of assessments in the course, the training also focused on administering assessments and gave teachers practice in assigning CEFR levels through additional videos of candidate interviews and assessment-based activities. Teachers also learned about the specifics of the staggered mode of delivery of the course, their roles especially regarding allotment of batches and updating attendance and assessment records. From Training Consultant reports, most teachers expressed their satisfaction with the format of the one-day refresher training that strengthened the skills and knowledge they had gained from Phase 1 and 2 and expressed their confidence in delivering the course once again.

3.3.3 Teacher deployment

Table 4 shows the number of teachers who delivered the Spoken English course in each phase and the number of batches to which they were deployed.

Table 4: Number of teachers and centres in each cycle

Phase	No. teachers including cover teachers	No. of floating teachers	No. batches
1	408	4	372
2	393	7	366
3	184	1	204

In the event of a full-time teacher's absence, cover/substitute teachers were assigned to all Senior Teachers in each phase to ensure, there would always be a teacher available and classes could continue as normal. In addition, floating cover teachers, a flexible resource, also fulfilled a similar requirement. However, they were not assigned to any one particular Senior Teacher and were available on call for all Senior Teachers. The floating cover teachers were used for the first time this year and were a result of the challenges arising out of the higher number of students we reached out to, in the project in 2019. Both these groups of teachers were recruited by Macmillan Education using pre-agreed criteria and procedures and were deployed in response to requirements as they emerged.

3.3.4 Teaching quality

To monitor teachers’ learning and ensure the quality of the Spoken English course, Senior Teachers observed each teacher twice during each phase. The following figures show how teachers performed in the eight areas (see pages 11-12) that are considered crucial for effective delivery of the spoken English course and that was recorded through the observation tool used in the project.

Over the three phases, a total of 1662 observations were conducted, and results show that teachers’ performance improved over time, indicating a positive trend towards meeting and exceeding expectations, from round 1 to round 2 of the observations for the eight main parameters. These results suggest teachers were well prepared to deliver the Spoken English course after the initial four-day training and then improved over the 160-hour course duration as a result of the feedback from observations and the support they received from Senior Teachers.

A total of 472 observations were conducted by 41 Senior Teachers in Phase 1 Round 1. Shown in Figure 4, most teachers met expectations in all criteria with *Assessing learning* being a common strength. *Promoting 21st century skills* appeared as the one area of professional practice that needed more support. It is pertinent to note 109 teachers exceeded expectations in *Using inclusive practices and understanding learners*.

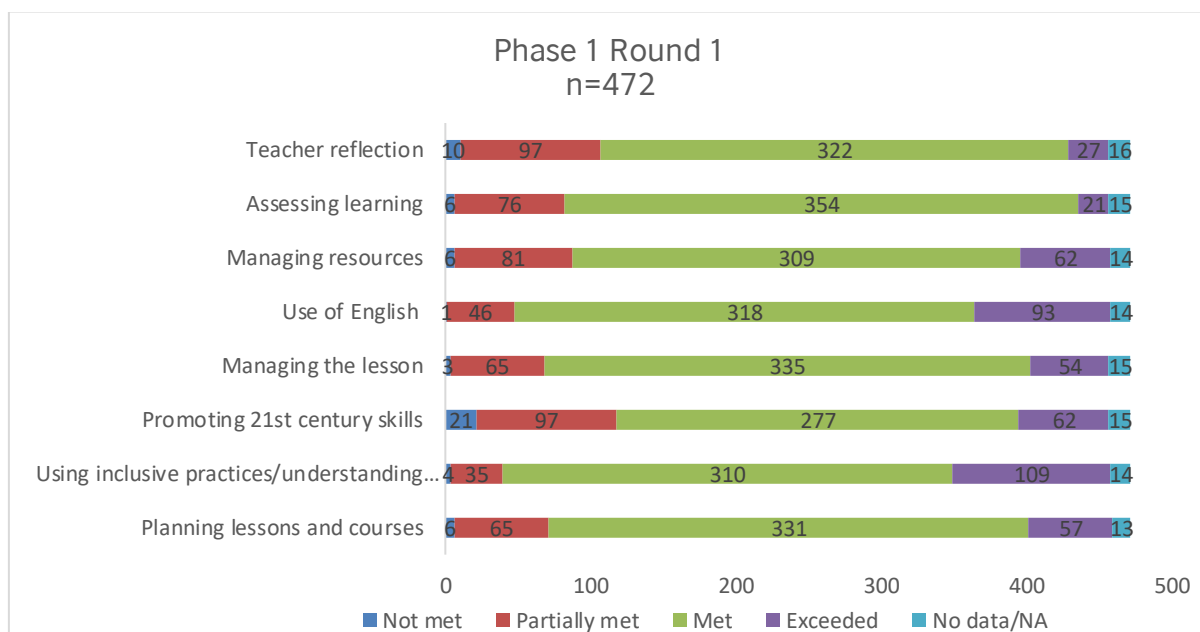


Figure 4: Phase 1 Round 1 observations

A total of 404 observations were conducted by 43 Senior Teachers in Phase 1 Round 2. As shown in Figure 5, most teachers meeting expectations in all criteria with a clear increase in teachers exceeding expectations – especially for the *Using inclusive/undersanding learners* with *Assessing learning* once again emerged a common strength. Another professional practice that has developed is the *Use of English* (both of

teachers and students) with 219 meeting expectations and 171 exceeding as against 318 meeting expectations and 93 exceeding expectations (see Figure 4 above).

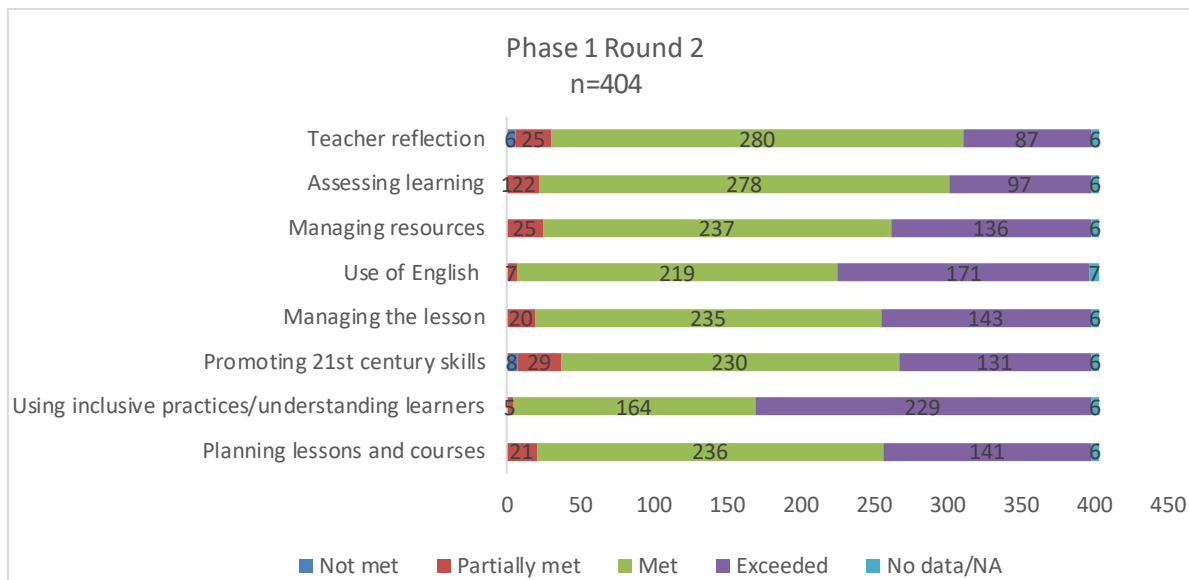


Figure 5: Phase 1 Round 2 observations

In Phase 2 Round 1, a total of 396 observations were conducted by 32 Senior Teachers. As shown in Figure 6, most teachers met expectations in all areas. Teachers specifically demonstrated significant progress for parameters such as *Assessing learning*, *Use of English* and *Using inclusive practices*. Other parameters were consistently strong. Results show a positive trend for *Promoting 21st century skills*, with 172 teachers meeting and 51 exceeding expectations in this professional practice.

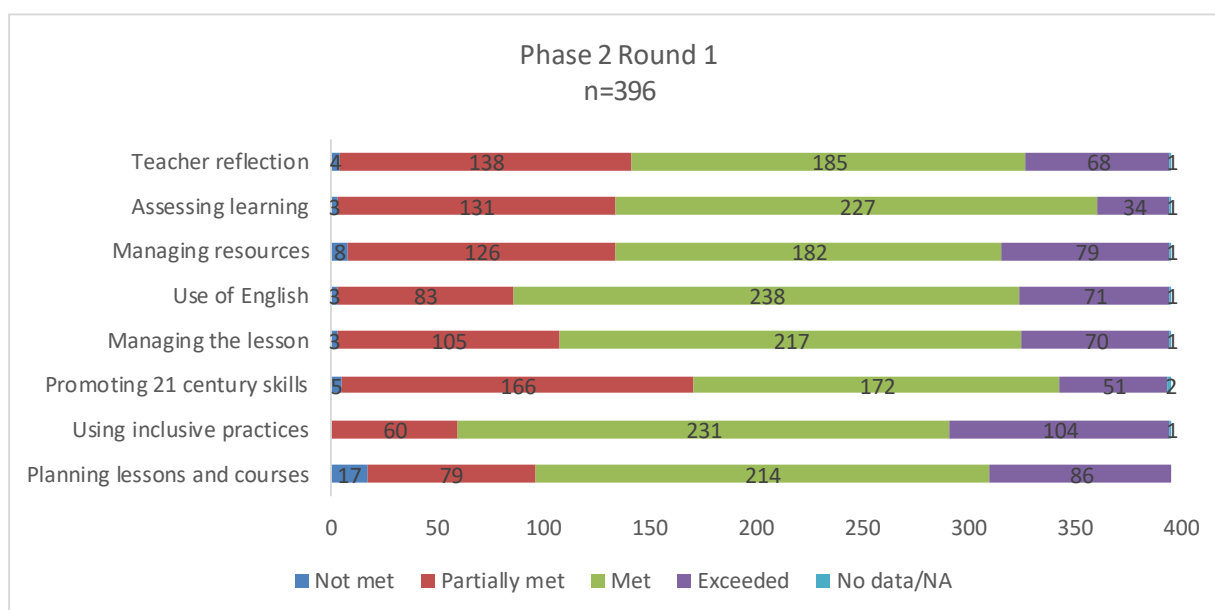


Figure 6: Phase 2 Round 1 observations

A total of 390 observations were conducted by 43 Senior Teachers. As shown in figure 7, there is significant progress in teacher’s practices across all parameters compared to Round 1. Specifically, for parameters such as *Managing resources*, *Managing the lesson*, *Using inclusive practices* and *Planning lessons and courses* indicated by the significant numbers of teachers who exceeded expectations in these professional practices. This indicates teachers likely have an improved understanding of student-centred techniques and consistently use these in their lessons.

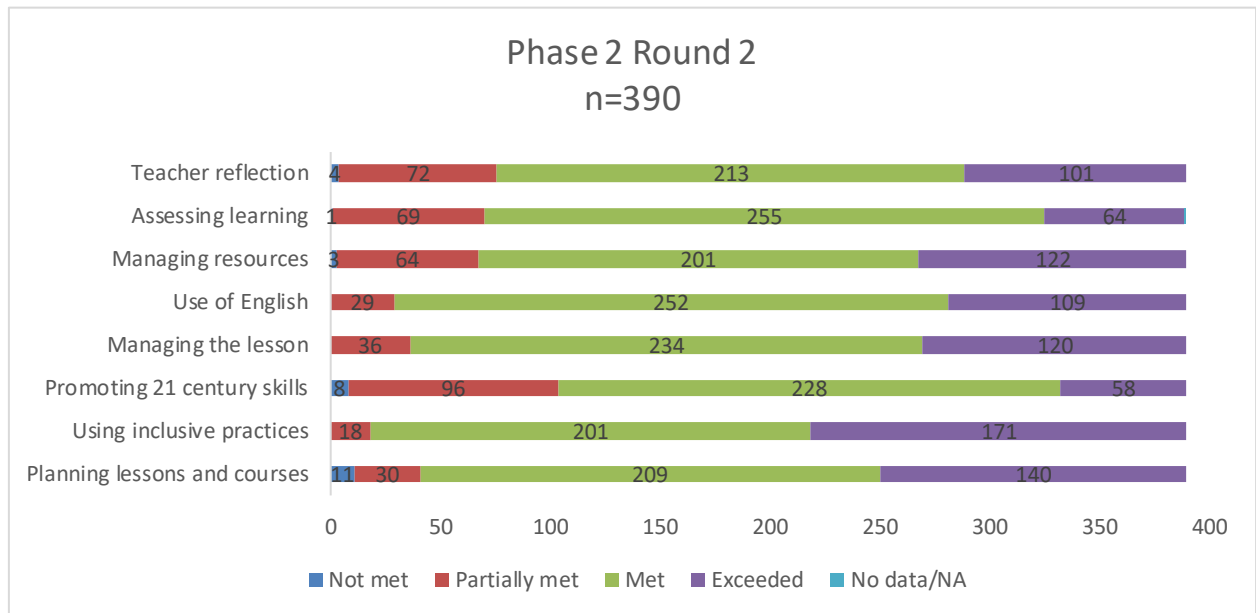


Figure 7: Phase 2 Round 2 observations

In **Phase 3**, where the course was delivered over 57 days, we again see a significant progress in the performance of teachers between round 1 and 2 of observations. Figures 8 and 9, represent the observation data from the two rounds of observation in Phase 3 and they show a clear improvement in the parameters of *Use of English, Managing the lesson and in Assessing learners*, with many teachers exceeding expectations for these parameters in Round 2. It is likely that the feedback from observations by the Senior Teachers have helped teachers improve their understanding and practice of student-centred learning in this course on communicative English.

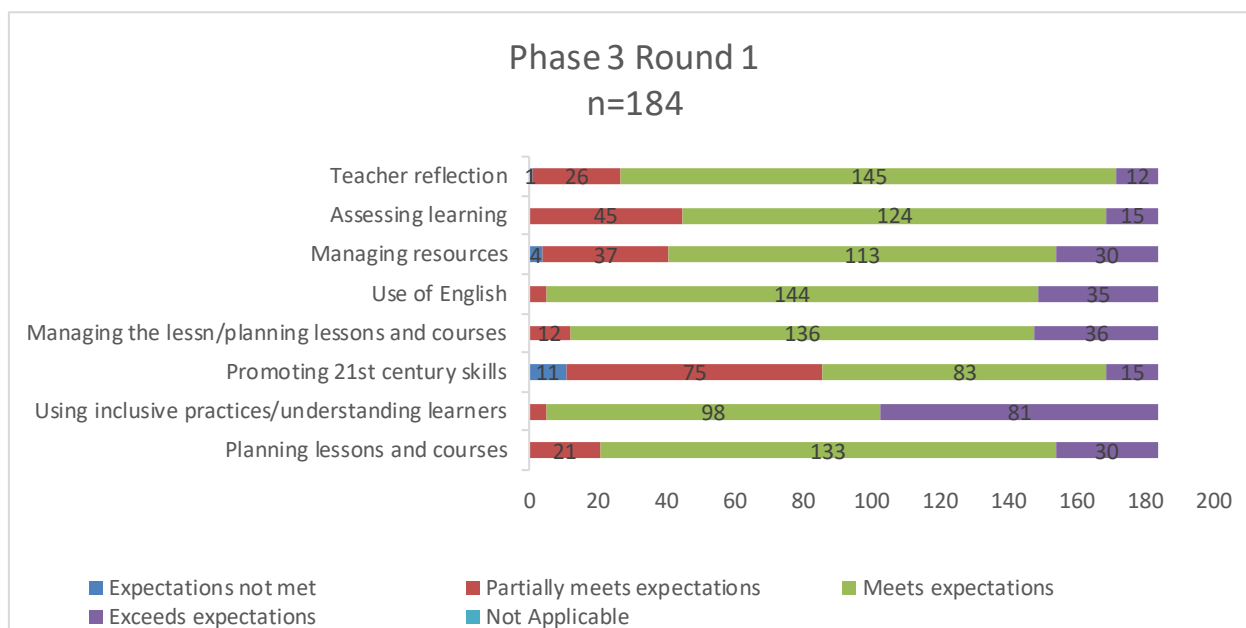


Figure 8: Phase 3, Round 1 observations

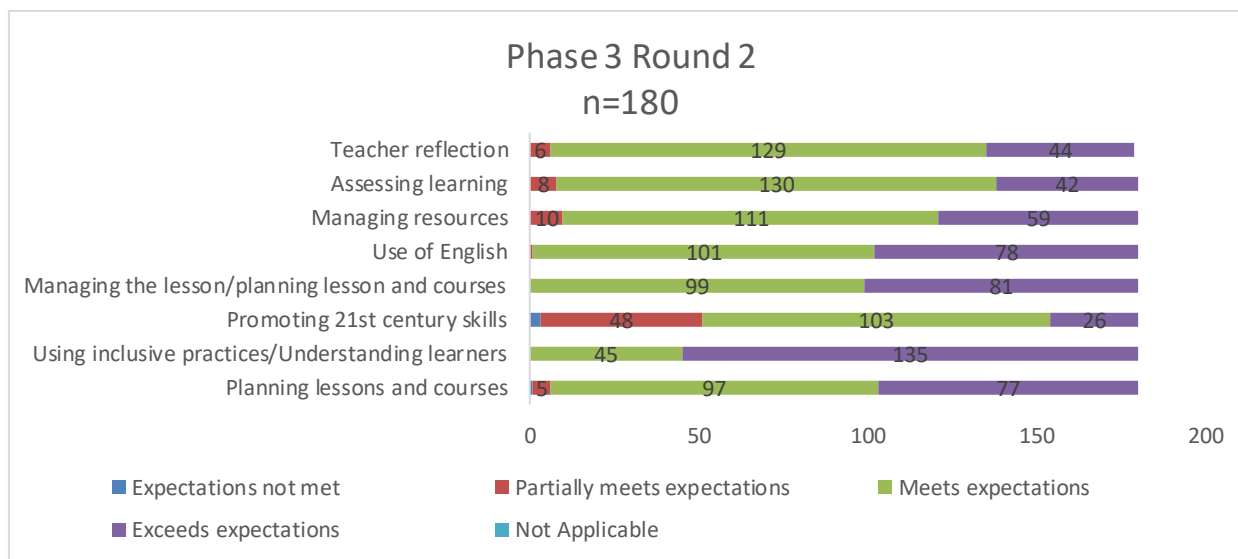


Figure 9: Phase 3, Round 2 observations



Picture 2: Group discussion during a spoken English class in Phase 1

3.4 Students

The Class 11 students were the target beneficiary of the Project Spoken English. This section reports on their attendance, learning outcomes and engagement with their spoken English course.

3.4.1 Attendance

Over the three phases of the project, 39,197 students participated in the 160-hour spoken English course, against a target of 40,000 students. Table 5 below shows the number of students participating in each phase.

Table 5: Number of students participating in each phase of Project Spoken English.

Phase	No. of students
Phase 1	18,233
Phase 2	12,085
Phase 3	8,879

As mentioned previously in this report, a significant challenge for the project was the low attendance of the students, especially in Phases 2 and 3. Based on attendance records for Phase 1 and 2 combined, 60 per cent of students attended less than 50 per cent of the course with a minority (just 4808 of the total population of 30,318) attending more than 80 per cent of the course (see Table 6).

Table 6: Student attendance levels in Phase 1 and 2

Attendance	No. students	% students
> 80%	4808	16
51 - 80%	7196	24
< 50%	18,314	60
Total	30,318	

In Phase 3, the student attendance data shows that only 8 per cent of the total number of students attended 80 per cent or more of the course and only 22 per cent attended 50 per cent or more of the course.

Table 7: Student attendance levels in Phase 3

Attendance	No. students	Per cent of students
> 80%	724	8
51 – 80%	1965	22
< 50%	6190	70
Total	8879	

3.4.2 Learning outcomes

Phases 1 and 2

The overall goal of Project Spoken English was to improve the spoken English of the Class 11 students, by taking them through an intensively delivered 160-hour spoken English course. To measure this, the Delhi government commissioned a third-party evaluator, Trinity College London, who assessed 10 per cent of Class 11 students' spoken English at the beginning and end of Phase 1 and 2 with a standardised test. to evaluate the impact and effectiveness of the course. The results of Trinity College London's evaluation clearly showed the spoken English course improved students' English.

In line with the RFP, students were assessed based on the six levels of the Common European Framework of Reference (CEFR). 62% of students started the courses with pre-A1 or A1 level of spoken English, which indicates basic users of English. For the post assessment, roughly 65% of students achieved A2 level or better, with many students showing improvement of a full CEFR level. For the second year of the Spoken English Project, the results of the post-assessment indicate that there were positive gains in the ability of students to communicate effectively in English.

(From the Executive Summary (page 3) of Trinity College, London's Final Report submitted to the DoE, Delhi in August 2019)

Trinity College London's evaluation was supported by the British Council's internal evaluation, which demonstrated that the more Class 11 students attended the course, the more their spoken English improved. This can be seen in Table 8, which shows students' attendance for all three phases with the percentages of those whose spoken English improved by a full CEFR level. Of the 11,527 students who were assessed for pre-course and end-course, 8140 i.e. 71 per cent showed an improvement by a full CEFR level and out of these 4810 who had an attendance of 81 per cent and above, 3710 i.e. 77 per cent showed an improvement which indicates that a higher attendance on the course could lead to better performance.

Table 8: Attendance and improvement levels of students completing pre-course and end-of-course assessments in all three phases combined

Attendance	No. students completing pre-course and end-of-course assessments	No. students showing improvement	% students showing improvement
Total	11,527	8140	71
81 - 100%	4810	3710	77
51 - 80%	5662	3944	70
< 50 %	1055	486	46

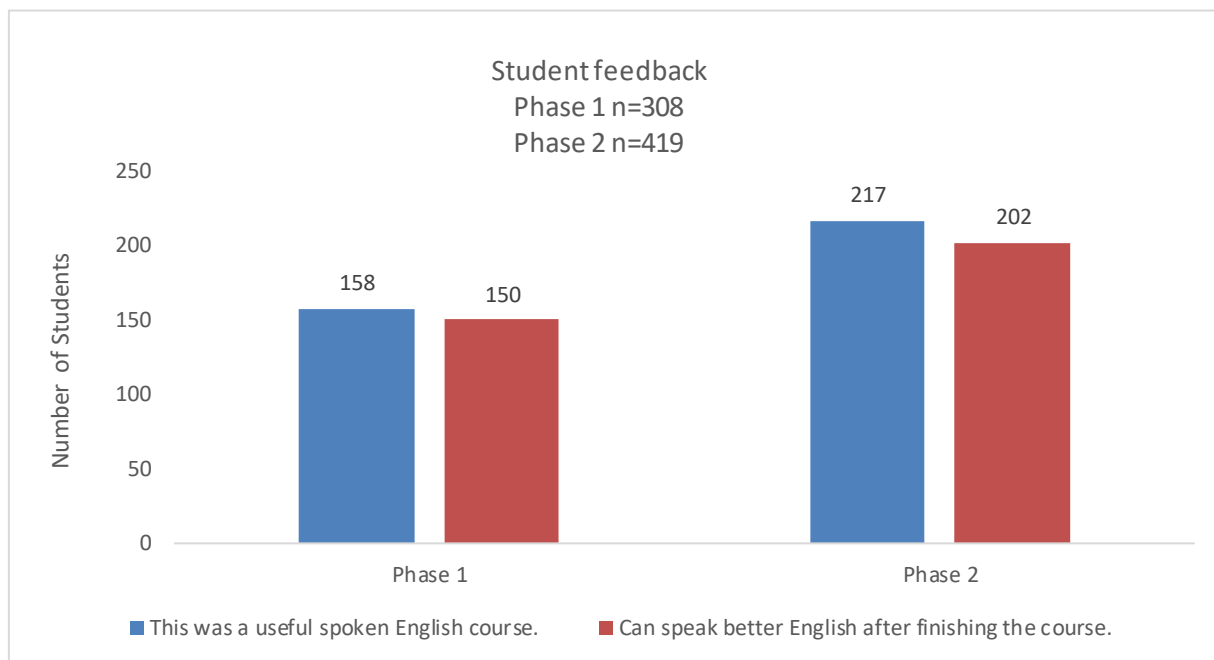
3.4.3 Engagement

To evaluate the students' engagement with and learning from the project, the British Council administered pre- and end-of-course surveys to a sample of Class 11 students in all three phases. Figure 9 and 10 presents the results for these outcomes as measured in the end-course surveys (see Appendix 6.4 for tool) showing the number of students with increased confidence when speaking English and the percentage of students who found the Spoken English course to be useful in the intensive phases, Phase 1 and Phase 2 and the staggered Phase 3. The surveys show that while 95 per cent students

in Phases 1 and 2 were satisfied with the course and found it useful, 90 per cent students in Phase 1 and 88 per cent in Phase 2 reported an improvement in their ability to speak English.

This data must be treated with caution, however, as the numbers are small in comparison to the total number of students in this project.

Figure 9: Student feedback in Phase 1 and phase 2



As shown in Figure 10 below, in **Phase 3** a majority of the 150 students surveyed found that this course was useful and 129 reported an increased confidence in speaking English.

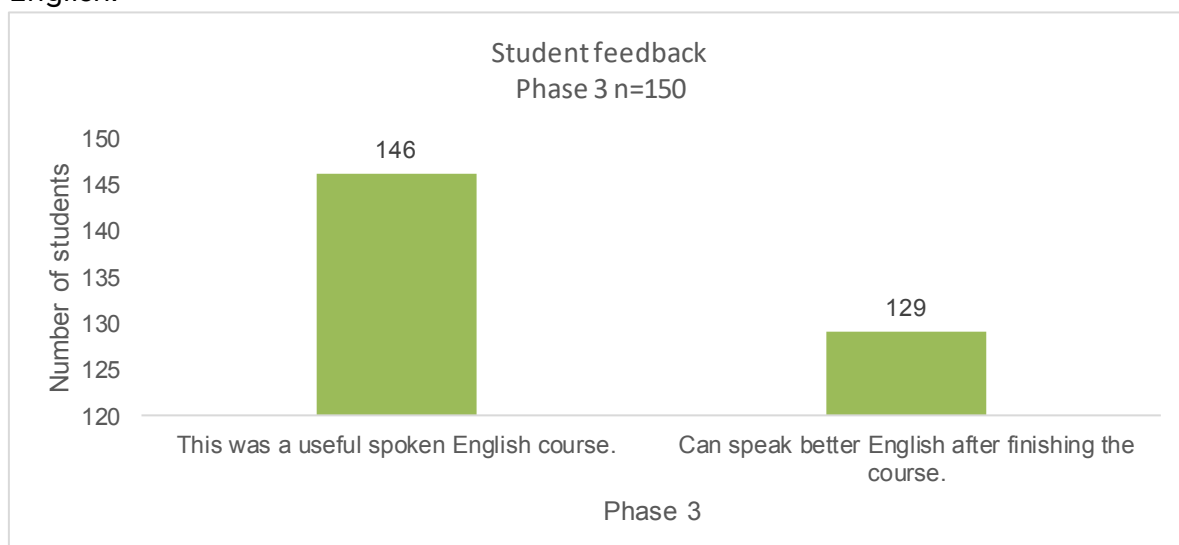


Figure 10: Student feedback in Phase 3

These quantitative results show that, overall, Class 11 students were satisfied with their spoken English course and reported an increased level of confidence by the end of it. Qualitative data collected through these surveys and also articulated by students the focus groups (see Appendix 5 for tool), suggested that students found the role plays, project work and group activities very useful and interesting and that, overall, they enjoyed the collaborative approaches to learning adopted in Macmillan Education’s spoken English course.



Picture 3: A role-play during Phase 2 of Project Spoken English

Notes from summaries of the focus group discussions from all three phases include:

A student shared that *“in group activity, everyone give their views...we learn 20-50 new sentences in a day”*. Another one student said that *“all students have different opinions and we get more ideas.”*

They were happy to report that their teachers weren’t strict in the traditional sense of the word, didn’t scold or make fun of them when they made errors while speaking.

Further, many students shared their plans to continue building on the confidence they had gained through this course, by finding friends with whom they practise speaking or in the absence of one, in front of the mirror or even talking in their minds in English. Another said *he wanted to ‘talk to Education Minister to have more English spoken classes’ and added that ‘English spoken class can be for 1 hour for everyday’.*

A student shared that he likes group activities as it was easier to work together and finish the activities. Students also shared that they appreciated their teachers as they used many examples to help them understand vocabulary and activities.

4. Recommendations

For efficient execution of further iterations of the Project Spoken English, the British Council and Macmillan Education make the following recommendations. These recommendations are based on the lessons learnt from the project over the course of the three phases that concluded on 31 December 2019. They are not meant to be exhaustive or prescriptive and are intended to form the basis of discussions to find ways to meet the English language teaching and learning needs of teachers and students in Delhi NCT and help the DoE achieve its reform agenda. While many of the following recommendations have been assigned to a suggested party, some of them, undoubtedly, need to be worked on collaboratively by all partners in the project.

The recommendations have been categorised as follows:

1. Project management
2. Course promotion and student registration
3. Centre allocation
4. Course delivery and communication
5. Data and reporting
6. Commercial considerations

4.1 Project management

Recommendation 1: The formation of a core project management group with members representing the key partner agencies, including a nodal officer, a Head of School, and a Senior Teacher involved on the Project Spoken English. It will be useful to have a senior official from the DoE to be part of this group. This group will be responsible for discussing and agreeing timelines for the project, overseeing the planning for delivery of the course, and exploring and finalising plans for the sustainability of the objectives and outcomes beyond the life cycle of the project.

Recommendation 2: It is imperative that any decisions regarding project management and/or delivery are taken preferably in advance in consultation with the partner agencies involved in the project. This helps ensure that the operational aspects of the project delivery, such as teacher training, teacher contracts, deadlines indicated in the academic calendars and smooth delivery of the course are not affected. The formation of the core project management group is therefore crucial.

Recommendation 3: It is necessary to have an orientation programme for the nodal officers and Heads of Schools before the course promotion and student registration begin. This is to ensure that they understand the project delivery model, child protection policy and their roles and responsibilities on the project, to facilitate the smooth execution of the project activities. This orientation programme should be prioritised as

soon as project is signed and could be organised face-to-face and/or using an online virtual meeting platform.

4.2 Course promotion and student registration

Recommendation 4: For prospective students to have enough time to plan and enrol on the course, the promotions of the course should begin well in advance. For the delivery of a course beginning from April to May, the promotions should start the year before, post the Diwali break, in October or November, and registrations should close before the students begin to take their final school exams for the current academic year. This would help in better planning and could eliminate the ambiguity around eligibility of students who get a compartment in the board exams. This could also help in planning the entire delivery in the intensive mode as the staggered mode faces more challenges with regard to student attendance and schools having to balance their own schedules along with course delivery.

Recommendation 5: Feedback from students and school authorities suggests change the delivery time of the course from May-June to April- May to avoid the peak of the summer season in Delhi. Therefore, the timing of course delivery needs to be reviewed. This is a possible factor accounting for the absenteeism of students across all the phases (intensive or staggered) As already stated above, in the staggered phase students have to balance after school activities like tuitions with the course resulting in low attendance levels.

Recommendation 6: It was observed that while the class lists provided by schools listed 30 to 35 students, the actual number of students who attended classes was at times as low as 4 to 5. This prevented ensuring the maximum utilisation of available resources, including teacher deployment. Having the course delivery in April – May, soon after the board exams, could mean more students attending the course as many registered students were turned away from these classes due to their ‘compartment’ status post the announcement of board results in May.

4.3 Centre allocation

Recommendation 7: The DoE could identify key locations which serve a cluster of schools instead of allowing all schools to become centres. This was also a recommendation that was put forward after last year’s (2018) project implementation. This will help create a positive ambience for learning, allow teachers to support each other, and facilitate monitoring visits and official visits. This will also provide flexibility to learners in choosing a suitable centre for them.

Recommendation 8: Before selecting centres for the course delivery, it should be ensured that they meet certain requirements. The British Council can share a venue checklist which can help identify suitable centres.

Recommendation 9: To be able to have sufficient time to allocate centres to teachers, given the scale of the project in 2019 and have enough time to accommodate last minute changes, it is suggested that a list of centres is shared with the British Council at least two weeks in advance of classes' starting. In Phase 3, the DoE shared the list of registered students in advance with the British Council and this made data reconciliation at the end of the phase a smoother process with far less ambiguity than in Phase 1 and 2.

Recommendation 10: Given the increase in student numbers and schools in the project this year, we recommend that DoE uses apps or online programmes that allow optimum mapping of centres to an individual teacher's locations to avoid the mismatch that happened in many instances in the project in 2019 and cost the project team loss of precious time which was spent on troubleshooting on this aspect of the project.

4.4 Course delivery and communication

Recommendation 11: The course timings should be revised keeping in mind the summer heat in Delhi. The number of hours could be reduced to 5 hours a day and the course run in its intensive nature for a longer duration of 30-35 days. All registered students should be covered in the intensive phase as the staggered delivery becomes a challenge for both students and schools.

Recommendation 12: In order to ensure safety and security for both students and teachers in their schools/centres where course delivery takes place the DoE should appoint an on-site supervisor who is physically present at the school and available for the entire duration of the course day. This person would also coordinate logistical and operational issues with school authorities.

Recommendation 13: The entire student course book should be provided at the beginning of the course to the centres in time for the students to have access to them from the first day of their course, for better output and efficient use of available time. Ideally, course books should reach the schools at least two days before course begins.

Recommendation 14: For future spoken English courses, the DoE could integrate the following components to ensure its sustainability: developing self-access materials for the students to use once they have completed the course, so they can review and extend their learning; setting up and sustaining student-led activity clubs, so they can continue to practise English outside of the classroom in an enjoyable and motivating way; and providing structured opportunities for the DoE English teachers to observe and team teach with teachers delivering the spoken English courses, so they can develop learner-centred pedagogies for teaching English. These interventions will extend the impact of the project significantly.

Recommendation 16: WhatsApp groups created with Senior Teachers, should establish and enforce clear guidelines for effective and optimum communication. A list of Do's and Don'ts should be communicated before and once more, in the middle of the project lifecycle.

Recommendation 17: The assessment of speaking is a crucial part of the course and it was felt that teachers should have a brief refresher training of at least half a day on this aspect factored in the middle of the project timeline. This will give teachers the required confidence and ensure a fair assessment of speaking skills.

4.5 Data and reporting

Recommendation 18: For both the phases, the British Council was requested to provide data relating to student attendance and teacher details. It should be agreed in advance with the DoE at what points during the course and in what format is this data required. This will help manage time and resources efficiently. Given the higher number of students in 2019, accessing and monitoring the updating of online class registers to record data and assessments of nearly 40,000 students was a challenging task.

5. Conclusion

The data presented in this report shows that delivered as an intensive course during the summer holidays, in Phase 1 and 2 was more successful, most significantly because it achieved clear improvements in Class 11 students' English proficiency, as demonstrated in both internal and external evaluations. Improvements were also seen in student performance in the staggered phase however the attendance was a big challenge in this phase as students found it difficult to balance regular school hours, their after-school commitments and attending the spoken English classes. Students' subjective evaluation of their learning, as collected through surveys and focus group discussions, also showed high levels of satisfaction and improved confidence as a result of attending the spoken English course. The most important challenge faced during the project was the high drop-out rate of students, which reduced the potential for them to benefit from the teaching provided.

The data also shows that sufficient numbers of Senior Teachers and teachers were recruited to deliver the required number of courses across Delhi for the larger number of students who enrolled for the course in 2019 and that they were well prepared to perform to the high standards of quality expected, through the training provided by the British Council and Macmillan Education. This is further attested by the data collected concerning observations of teachers, which shows that Senior Teachers observed teachers' lessons comprehensively and that teachers' performance improved over the duration of their courses.

In summary, there seems to be a correlation between the successful outcomes reported for teachers and Senior Teachers' participation in the project and the overall successful achievement of the project's goal, the improvement of Class 11 students' spoken English. This suggests that the project outputs delivered by Macmillan Education and the British Council contributed to the success of the project.

6 Appendices

6.1 Common European Framework of Reference speaking descriptors

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

6.2 The British Council’s CPD framework for teachers

Continuing Professional Development Framework

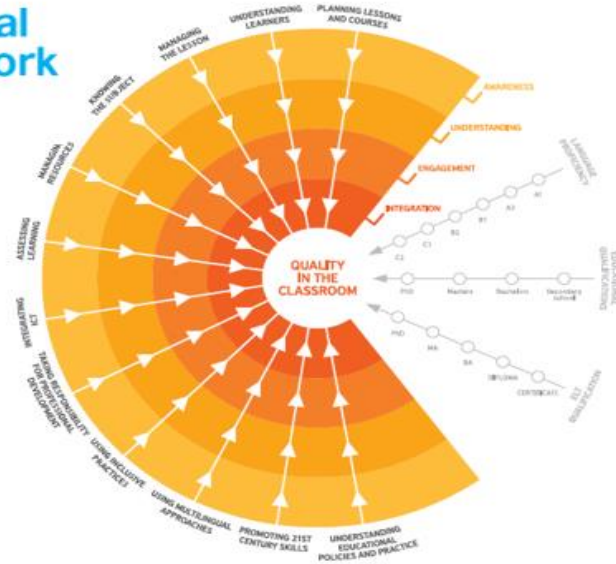
Choosing professional development pathways for English language teachers

Awareness: you have heard of the professional practice.

Understanding: you know what the professional practice means and why it's important.

Engagement: you demonstrate competency in this professional practice at work.

Integration: you demonstrate a high level of competency in this professional practice and it consistently informs what you do at work.



6.3 Teacher training course schedule

Time	Day 1	Day 2	Day 3	Day4
Session 1 9 to 10.30	Session 1.1 Getting to know each other and orientation to the Delhi project	Session 2.1 Giving feedback to learners	Session 3.1 Assessing Speaking – 1	Session 4.1 Planning and preparing for course delivery
10.30-10.45	Tea break			
Session 2 10.45 - 12.15	Session 1.2 Giving instructions	Session 2.2 Managing project work and independent individual learning	Session 3.2 Assessing Speaking - 2	Session 4.2 Planning and preparing for course delivery
12.15-1.00	Lunch Break			
Session 3 1.00-2.30	Session 1.3 Learner-centred classroom – group/pair work and monitoring	Session 2.3 (1) Teaching vocabulary (2) Asking questions and eliciting information	Session 3.3 Teaching a mixed ability class	Session 4.3 Reflection Session
2.30-2.45	Tea break			
Session 4 2.45 – 4.15	Session 1.4 Group/pair work and monitoring – Putting into practice	Session 2.4 Teaching speaking	Session 3.4 Roles and responsibilities of teachers on the Delhi project	Session 4.4 End of course assessment and feedback
Session 5 4.15-5.00	Session 1.5 Child protection and positive behaviour	Session 2.5 Stirrers and Settlers	Session 3.5 Using facilitator notes	

6.4 Student end-of-course satisfaction survey

Dear Student,

Please complete all the sections below. Your experience of doing this course and your suggestions will help us improve the course for other students.

Thank you.

End of course Student feedback questionnaire

A. Personal details

Gender (Tick ✓) Male Female

School name

B. Course content

Statement	Yes	To some extent	No
1. The topics of the course units were interesting.			
2. The topics of the units were relevant to my day-to-day life.			
3. The workbook provided enough examples to follow and practise English.			
4. The language used in the workbook was easy to understand.			
5. The workbook had useful listening activities.			
6. The workbook had useful speaking activities.			
7. The workbook had a variety of activities.			
8. The workbook activities helped me improve my English language skills.			
9. Overall, this was a useful spoken English course.			

Read the statements. For each statement, put a tick (✓) under the appropriate column.

How did you feel about the following components of the course? Put a tick (✓) in the appropriate column.

Course components	Not interesting	Neutral	Interesting	Very interesting
Teaching using the workbook				
Independent individual learning				
Project work				
Saturday revision sessions				

C. Course delivery

Read the statements. For each statement, put a tick (✓) under the appropriate column.

Statement	No	To some extent	Yes
The class was interesting and fun.			
We had a lot of opportunities to work in groups/pairs.			
I had plenty of opportunities to use English in class.			
My teacher responded well to students' use of English.			
My teacher's responses to the class was helpful			
My teacher did a variety of activities (e.g. listening, speaking, role plays, poems etc.) to help us practise English.			
The independent sessions were useful – I could go back and practice what we had studied earlier.			
The project work gave us time to practice our English			
I was able to learn and work at my own pace.			
The Saturday revision sessions were fun and helpful			

D. Your learning on the course

Read the statements below. Write the number that you think shows your ability at the end of the course.

Strongly disagree = 1 Disagree = 2 Neutral = 3 Agree = 4 Strongly agree = 5

Statement	Rate 1-5
I feel more confident about speaking English.	
I learnt new words and grammar on the course.	
I can have simple conversations with others in English.	
I can talk about a topic in front of others.	
I can speak better English after finishing the course.	

E. Your experience and suggestions

Answer the following questions briefly. You can write your answers in Hindi.

One thing that you liked best about this course:

One thing that you would like to change about the course:

One suggestion that you have for us to improve the course and/or course delivery:

6.5 Focus group tool for students

Learner focus group						
Names of facilitators						
Name of school/institution and location						
Date						
Number of participants	Male		Female		Total	
Length of meeting Time (in minutes)						

The total amount of time for the focus group should be approximately 30 to 40 minutes.

Monitor the learners' discussion of the statements and questions. Make a note of any critical issues.

English language level of focus group

Make an informal assessment of the learners' language levels. You can do this once the focus group has ended.

Estimated English language level of the people in the group

A zero
 A1
 A2
 B1
 B2
 C1
 C2

If you need to use the learners' local language(s), please make a note of it.

Introduction: We would like to ask you about how you feel about the English course and learning English. It is not a test, so don't worry. You can use English or your local language(s) when answering the questions. Please be honest!

Section 1: The workbook (20 minutes)

Ask the questions and lead a discussion on them while your partner writes notes on the learners' responses in the space provided. These could include verbatim comments that represent the general view or views at opposite ends of the spectrum. Make sure any direct quotes are highlighted.

1.1 What was your favourite unit in the workbook? Why?

- 1.2 Which part of the workbook did you feel you learnt the most from: Whole class input with the teacher, the independent individual learning section, doing the project work in the afternoons, or the revision sessions on Saturdays? Why? (Prompt: Please make sure that they understand what you mean by various sessions. Explain, if necessary.)

- 1.3 What did you like doing in your Spoken English lessons? Why? (Prompt: encourage them to think about activity types, specific projects, exercises etc.)

- 1.4 What did you not like doing in your Spoken English lessons? Why? (Prompt: encourage them to think about activity types, specific projects, exercises etc.)

- 1.5 What did you find easy? (Prompt: encourage them to reflect on what they can talk about e.g. their family, travel, festivals etc.)

- 1.6 What did you find the most difficult? (Prompt: encourage them to reflect on what they cannot talk about e.g. their family, travel, festivals etc.)

Section 2: Your teacher (10 minutes)

- 2.1 How would you describe your teacher? Why?
(Prompt: Were they easy to understand? Did they encourage you to speak English?)

- 2.2 What kinds of things did your teacher do during the lesson to help you with your learning? (Prompt: think about the games, activities, feedback they gave etc.)

- 2.2 When you didn't understand something during your lesson, how did your teacher help you? (Prompt: ask for specific examples)

- 2.3 How did you feel if you got something wrong/made mistakes during the lesson? How did your teacher support you when this happened? (Prompt: ask for specific examples)

- 2.4 During your lessons how did your teacher interact with you? How did this make you feel? (Prompt: Encourage them to think about the ways teachers encouraged them, corrected them, motivated them etc.)

Section 3: Your learning (10 minutes)

- 3.1 What were your expectations from doing this Spoken English course? What did you hope to achieve? (Prompt: Encourage them to think about what they thought they would gain from the course before they began with the course.)

- 3.2 Did this Spoken English course meet those expectations? (why/why not?)

- 3.3 How did you find studying English for 5-6 hours a day? (Prompt: get the learners to think about whether this approach helped their learning or whether they found it too exhausting)

- 3.4 Do you think your ability to speak English has improved since completing the course? How do you know? (Prompt: ask for specific examples)

- 3.5 Since completing this course what do you think makes a good English language learner? What do you need to keep doing so that you can keep on improving your spoken English?

Thank you

6.6. Classroom observation tool

SECTION 1: CLASS INFORMATION

1.1 Name of teacher:	1.2 Institution name:	1.3 Area:	1.4 Date:
1.5 Time/duration of observation:	1.6 Gender of teacher: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Transgender	1.8 Total no. of students: 1.9 #Male: _____ 1.10 #Female: _____	1.11 Name of observer: _____
	1.7 Number of years teaching:		1.12 Lesson Unit: _____

1.14 Grade/standard number _____

SECTION 2: PLANNING LESSON AND COURSES

	Level 1	Level 2	Level 3	Level 4	N/A
2.1 Lesson plan	<input type="checkbox"/> The teacher has no written plans for the lesson.	<input type="checkbox"/> The teacher does not have a structured lesson plan, but has some written notes and/or can vaguely describe the upcoming lesson.	<input type="checkbox"/> The teacher has a written lesson plan with identifiable stages, and/or can clearly describe the lesson in terms of what learners and teacher do stage-wise.	<input type="checkbox"/> The teacher has a written lesson plan that has coherent stages and can describe what learners and teachers do, and the rationale.	
2.2 Lesson aims	<input type="checkbox"/> The teacher has no specific lesson aims.	<input type="checkbox"/> The teacher identifies aims for the lesson but they are not appropriate for learners' needs.	<input type="checkbox"/> The teacher identifies the aims of the lesson, which are somewhat appropriate for learners' needs.	<input type="checkbox"/> The teacher identifies the aims of the lesson, which are specific and appropriate for learners' needs.	
2.3 Anticipating challenges in the lesson	<input type="checkbox"/> The teacher does not identify any challenges that might occur in the lesson.	<input type="checkbox"/> The teacher attempts to describe challenges but they are not clear /relevant, and has not anticipated how to handle them.	<input type="checkbox"/> The teacher describes some challenges and has anticipated some relevant ways to handle them.	<input type="checkbox"/> The teacher describes a range of challenges and has a range of ways to handle them.	
2.4 Class profile (age, educational, social, cultural, linguistic background, needs)	<input type="checkbox"/> The teacher is not able to provide any specific information about the learners.	<input type="checkbox"/> The teacher can provide vague details about the learners.	<input type="checkbox"/> The teacher can provide some relevant details about the learners.	<input type="checkbox"/> The teacher can demonstrate in-depth knowledge of the learners and relates this knowledge to their needs.	

SECTION 3: LESSON OBSERVATION NARRATIVE

Watch the lesson. Make notes below on what you observe. You may find it useful to think about the following questions as you observe the lesson. Remember that we may use quotes from the information you give as qualitative data in our reporting.

- What is the teacher doing? How do the learners react to him/her? What are the learners doing?
- How does the teacher use and manage activities and resources during the class?
- To what extent are the learners and the teacher using English?
- What is the classroom environment like? Does there appear to be a positive learning atmosphere?

SECTION 4: USING INCLUSIVE PRACTICES / UNDERSTANDING LEARNERS

	Level 1	Level 2	Level 3	Level 4	N/A
4.1 Fair treatment of learners	<input type="checkbox"/> The teacher discriminates against some learners on the basis of gender / religious / class / minority or socio-economic status.	<input type="checkbox"/> The learners are mostly treated without gender / religious / class / minority status or socio-economic bias.	<input type="checkbox"/> The learners are treated without gender / religious / class / minority status or socio-economic bias.	<input type="checkbox"/> The learners are treated without gender / religious / class / minority status or socio-economic bias at all times and the teacher makes clear efforts to promote inclusion within the class.	
4.2 Praise and encouragement	<input type="checkbox"/> The teacher rarely supports learners with praise or encouragement.	<input type="checkbox"/> The teacher sometimes supports learners with praise and encouragement, though not consistently.	<input type="checkbox"/> The teacher mostly supports learners with praise and encouragement and mostly appropriately.	<input type="checkbox"/> The teacher always supports learners with praise and encouragement, whenever appropriate.	
4.3 Use of names	<input type="checkbox"/> The teacher rarely or never uses learners' names.	<input type="checkbox"/> The teacher occasionally uses a few learners' names, but not consistently.	<input type="checkbox"/> The teacher mostly uses learners' names appropriately.	<input type="checkbox"/> The teacher uses learners' names consistently and appropriately.	
4.4 Eliciting prior knowledge	<input type="checkbox"/> The teacher doesn't elicit learners' prior knowledge.	<input type="checkbox"/> The teacher occasionally attempts to elicit learners' prior knowledge, though not consistently.	<input type="checkbox"/> The teacher elicits some prior knowledge from learners, though misses opportunities to do this more.	<input type="checkbox"/> The teacher consistently and appropriately elicits learners' prior knowledge.	
4.5 Catering to individual needs	<input type="checkbox"/> There is no attempt to cater to learners' diverse individual needs.	<input type="checkbox"/> There is some attempt to cater to learners' diverse individual needs, but ineffectively.	<input type="checkbox"/> The teacher caters to some aspects of learners' individual needs, with some success.	<input type="checkbox"/> The teacher consistently caters to learners' individual needs.	

4.6 Are there any learners who appear to have physical or cognitive challenges? **Yes** **No**
 If yes, describe below how the teacher deal with them:

SECTION 4.1: PROMOTING 21st-CENTURY SKILLS					
	Level 1	Level 2	Level 3	Level 4	N/A
4.1.1 Questions for critical thinking / problem solving (CTPS) skills	<input type="checkbox"/> The teacher doesn't ask any questions that stimulate learners' CTPS skills.	<input type="checkbox"/> The teacher occasionally asks questions that stimulate learners' CTPS skills.	<input type="checkbox"/> The teacher often asks questions that stimulate learners' CTPS skills.	<input type="checkbox"/> The teacher consistently asks appropriate questions that stimulate learners' CTPS skills.	
	<input type="checkbox"/> The learners do not participate in tasks that demand creativity and/or Imagination.	<input type="checkbox"/> The learners engage in a few tasks that demand creativity and/or imagination.	<input type="checkbox"/> The learners engage and participate in tasks that demand creativity and/or imagination.	<input type="checkbox"/> The learners engage and participate in highly effective tasks that demand creativity and/or imagination.	
4.1.2 Development of learners' creativity and/or imagination skills					

SECTION 5: MANAGING THE LESSON / PLANNING LESSONS AND COURSES					
	Level 1	Level 2	Level 3	Level 4	N/A
5.1 Instructions	<input type="checkbox"/> The teacher does not attempt to give instructions.	<input type="checkbox"/> The teacher gives some instructions, but these are not always effective.	<input type="checkbox"/> The teacher gives instructions that are mostly effective.	<input type="checkbox"/> The teachers' instructions for tasks/activities are always effective, using a range of techniques.	
5.2 Monitoring	<input type="checkbox"/> No monitoring of learners.	<input type="checkbox"/> There is a little monitoring of learners, but not enough to support them.	<input type="checkbox"/> Monitoring is mostly effective at supporting learners.	<input type="checkbox"/> Monitoring is always appropriate, fully supporting all learners.	
5.3 Pair work and group work	<input type="checkbox"/> No pair/group work. Only individual/ whole class interaction patterns are used.	<input type="checkbox"/> Uses some pair/group work, but often not appropriately or meaningfully.	<input type="checkbox"/> Uses pair/group work appropriately and meaningfully with some exceptions.	<input type="checkbox"/> Always uses pair/group work appropriately, meaningfully and consistently throughout the lesson.	
5.4 Learner engagement	<input type="checkbox"/> Learners are not actively engaged in the lesson.	<input type="checkbox"/> Learners are occasionally actively engaged in some parts of the lesson.	<input type="checkbox"/> Learners are mostly actively engaged in the lesson.	<input type="checkbox"/> Learner engagement is optimal throughout the lesson.	
5.5 Teacher Talking Time (TTT)	<input type="checkbox"/> TTT is inappropriate for this classroom.	<input type="checkbox"/> TTT is sometimes appropriate for this classroom, but often not beneficial for the learners.	<input type="checkbox"/> TTT is mostly appropriate for this classroom, but some of the TTT is not beneficial for the learners.	<input type="checkbox"/> TTT is 'Quality Teacher Talking Time' and does not overshadow opportunities for learners to speak.	
5.6 Stages of the lesson	<input type="checkbox"/> The lesson lacks clear stages and it is very difficult to understand any intended outcomes.	<input type="checkbox"/> The lesson has stages but they are not clearly defined and any intended outcomes are generally not apparent.	<input type="checkbox"/> There are coherent stages in the lesson with intended outcomes mostly apparent to the observer.	<input type="checkbox"/> The lesson has coherent stages linked to intended outcomes.	

5.7 Variety of activities and tasks	<input type="checkbox"/> Few or no meaningful or appropriate activities/tasks to support the understanding of learners.	<input type="checkbox"/> Some variety of activities/tasks, but not all are meaningful or appropriate.	<input type="checkbox"/> Uses a variety of activities/tasks, most of which are meaningful and appropriate.	<input type="checkbox"/> Uses a variety of activities/tasks, all of which are meaningful and appropriate and support learner understanding.	
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SECTION 6: USE OF ENGLISH (KNOWING THE SUBJECT) AND OTHER LANGUAGES (USING MULTILINGUAL APPROACHES)					
	Level 1	Level 2	Level 3	Level 4	N/A
6.1 Teacher's use of English	<input type="checkbox"/> The teacher does not use English at all, or else uses it inappropriately.	<input type="checkbox"/> The teacher uses some English, but not always appropriately.	<input type="checkbox"/> The teacher uses English mostly appropriately for learners' needs.	<input type="checkbox"/> The teacher always uses English appropriately for learners' needs.	
6.2 Learners' use of English	<input type="checkbox"/> The learners barely speak in English during the lesson, if at all.	<input type="checkbox"/> Learners use some English but generally limited to controlled drills, repetition and occasional responses.	<input type="checkbox"/> Learners use some English, including occasional creative utterances.	<input type="checkbox"/> Learners consistently use English, to make shorter and longer creative utterances when appropriate.	
6.3 Opportunities for learners to speak English	<input type="checkbox"/> The teacher misses all opportunities to encourage learners to speak English.	<input type="checkbox"/> The teacher exploits a few opportunities to encourage learners to speak English.	<input type="checkbox"/> The teacher exploits some opportunities to encourage learners to speak English but misses some key opportunities.	<input type="checkbox"/> The teacher consistently and appropriately exploits opportunities to encourage learners to speak English.	
6.4 Teacher's use of learners' community or home languages	<input type="checkbox"/> The teacher does not utilise learners' existing linguistic resources to support learning, even though it could be appropriate to do so.	<input type="checkbox"/> The teacher uses the learners' existing linguistic resources but over- or under-uses them or else uses them inappropriately.	<input type="checkbox"/> The teacher uses the learners' existing linguistic resources during the lesson to support learning, mostly appropriately.	<input type="checkbox"/> The teacher uses the learners' existing linguistic resources during the lesson in an appropriate way to support learning.	

SECTION 7: MANAGING RESOURCES					
	Level 1	Level 2	Level 3	Level 4	N/A
7.1 Use of (classroom) space	<input type="checkbox"/> Outdoor or classroom space and furniture are used ineffectively, even though there are opportunities to use them.	<input type="checkbox"/> Outdoor or classroom space and furniture are not used as effectively as they could be; opportunities to use them are not fully exploited.	<input type="checkbox"/> Outdoor or classroom space and furniture are mostly used effectively; most opportunities to use them are exploited.	<input type="checkbox"/> Outdoor or classroom space and furniture use is optimal: all opportunities to use them effectively are maximised.	
7.2 Use of the board	<input type="checkbox"/> Board use is either non-existent or does nothing to support learning.	<input type="checkbox"/> Board use is sometimes appropriate but does little to support learning.	<input type="checkbox"/> The board is mostly used appropriately and provides support for learning, but with some missed opportunities.	<input type="checkbox"/> The board is used appropriately throughout the lesson and consistently supports learning.	

7.3 Use of the textbook	<input type="checkbox"/> The teacher teaches using the textbook with no adaptation or personalisation of content to learners' contexts and needs.	<input type="checkbox"/> There is a little adaptation of the textbook and/or personalisation of content to learners' contexts and needs.	<input type="checkbox"/> There is some adaptation of the textbook and/or personalisation of content to learners' contexts and needs, but some opportunities are missed.	<input type="checkbox"/> The textbook is adapted and/or content is personalised to learners' contexts and needs. This is consistent and appropriate throughout the lesson.
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SECTION 8: ASSESSING LEARNING					
	Level 1	Level 2	Level 3	Level 4	NA
8.1 Learners' progress (e.g. the progress made by learners in a lesson in terms of their language)	<input type="checkbox"/> There is no development of the learners' English during the lesson. There is almost no attempt by the learner to use new lexical / grammatical items	<input type="checkbox"/> There is some development in the learners' English during the lesson. The learner attempts to use language introduced with frequent lapses	<input type="checkbox"/> There is a good amount of development in the learners' English. The learner attempts to use language introduced with a few lapses	<input type="checkbox"/> Learners' English is developed considerably. The learner uses the new lexical and grammatical items consistently and with hardly any lapses	
8.2 Learners' challenged (e.g. the learners should be pushed to develop their language)	<input type="checkbox"/> The lesson is too easy for the learner. S/he is familiar with the vocabulary and is already using it	<input type="checkbox"/> The lesson is a bit challenging for the learners. They attempt using unfamiliar vocabulary with frequent lapses	<input type="checkbox"/> The lesson challenges learners to improve their language. Learners' frequently use unfamiliar vocabulary with a few lapses	<input type="checkbox"/> The lesson is demanding, and the learner has been pushed to extend their vocabulary. Learners consistently use the unfamiliar vocabulary introduced	
8.3 Assessment (e.g. checking understanding of new language, concepts)	<input type="checkbox"/> The teacher does not appear to do any formal or informal assessment of learning during the lesson.	<input type="checkbox"/> The teacher makes some attempt to do formal and/or informal assessment of learning, but inconsistently or inappropriately.	<input type="checkbox"/> The teacher does some formal and/or informal assessment of learning.	<input type="checkbox"/> The teacher uses formal and/or informal assessment techniques appropriately and consistently.	
8.4 Feedback and error correction	<input type="checkbox"/> The teacher criticises learners and regularly provides negative feedback or correction or gives no feedback at all.	<input type="checkbox"/> The teacher provides some constructive feedback but errors not always corrected appropriately.	<input type="checkbox"/> The teacher provides some positive and constructive feedback with some good examples of error correction.	<input type="checkbox"/> The teacher provides positive and constructive feedback, often eliciting suggestions for development from the learners.	

SECTION 9: POST-OBSERVATION – Ask the teacher to complete the lesson reflection and feedback form before you fill in this section.

A. TEACHER REFLECTION					
	Level 1	Level 2	Level 3	Level 4	N/A
9.1 Ability to reflect on learners' progress	<input type="checkbox"/> The teacher cannot describe what progress learners have made in the lesson.	<input type="checkbox"/> The teacher identifies a limited number of ways learners have made progress in the lesson.	<input type="checkbox"/> The teacher can assess progress the learners have made in the lesson to some extent.	<input type="checkbox"/> The teacher can clearly articulate the specific progress that learners have made during the lesson with specific examples.	
9.2 Ability to reflect on own performance	<input type="checkbox"/> The teacher shows no thoughtful or constructive reflection on his/her performance.	<input type="checkbox"/> The teacher shows a little thoughtful and constructive reflection on his/her performance.	<input type="checkbox"/> The teacher shows evidence of thoughtful and constructive reflection on his/her performance by providing some appropriate examples.	<input type="checkbox"/> The teacher shows clear and strong evidence of thoughtful and constructive reflection on his/ her performance by providing ample examples.	
9.3 Ability to identify ways of improving practice	<input type="checkbox"/> The teacher cannot identify any ways of improving his/her classroom practice.	<input type="checkbox"/> The teacher is able to identify some ways s/he has been trying to or are able to improve his/her practice in future.	<input type="checkbox"/> The teacher can identify a number of ways s/he has been able to improve his/her practice, or for the future.	<input type="checkbox"/> The teacher can identify a number of ways that s/he has been trying to improve his/her practice and have a clear action plan for further development.	

10.1 Briefly describe the key features of the lesson, describe the extent to which English is incorporated, describe why any indicators were marked as N/A and share any other interesting feedback. In case the lesson has issues around point 4.1, 4.5, 6.3, 7.3 and 8.1 flag it up immediately to the teacher and keep the academic manager informed.

ESTIMATED AVERAGE ENGLISH LANGUAGE PROFICIENCY LEVELS			
6.5 The teacher	6.6 The learners	CEFR levels	CEFR global level descriptors (source: www.teemurope.eu/documents/CEFR.DOC)
<input type="checkbox"/>	<input type="checkbox"/>	N/A	Not applicable because no English used.
<input type="checkbox"/>	<input type="checkbox"/>	Lower than A1	His/her language level does not meet the descriptor for A1 below.
<input type="checkbox"/>	<input type="checkbox"/>	A1	'Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.'
<input type="checkbox"/>	<input type="checkbox"/>	A2	'Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.'
<input type="checkbox"/>	<input type="checkbox"/>	B1	'Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences, events, dreams, hopes and ambitions and briefly give reasons / explanations for opinions and plans.'
<input type="checkbox"/>	<input type="checkbox"/>	B2	'Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.'
<input type="checkbox"/>	<input type="checkbox"/>	C1	'Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.'