

What do classroom observations tell us about multilingual practices in India?

Amy Lightfoot – Asst Director Schools, English and Skills (Academic)
British Council, India



**The languages of education in multilingual India:
exploring effects in reading and mathematics**

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*‘Good questions. But I doubt, if you get real answers!
Because the teacher of English avoids telling the truth
about the languages he/she uses in the classroom.’*



MultiLila project

Research question: Why do some children in India not benefit from being bilingual or multilingual to the same degree as children in other contexts?

Sources of data:

- Language questionnaire (Standard IV learners)
- Teacher questionnaire
- Head teacher questionnaire
- Cognitive skills tests (Standard IV learners)
- Classroom observations



Why classroom observation?

- very widely used measure of teacher quality
- provides direct evidence of what teachers do

How do we ensure it provides as accurate a picture as possible?

- observation tools need careful construction – measures what it's supposed to measure (increased validity)
- observers need to be trained how to use them and the ratings given standardised before conducting observations (increased reliability)



What type of observation tools exist?

- usually information collected about the **class make up / classroom environment**
- many use **scales / ratings** with or without indicators
- some take a more **qualitative approach**
- some ask for **coding of what was happening** at different points in the lesson
- some look at a whole range of classroom practices, some are more specific
- some focus only on the teacher, others only on the learner – some both



British Council classroom observation tool

- collect information about the **class make up / classroom environment**
- use **scales / ratings** with indicators
- some **qualitative data**
- look at a whole **range of classroom practices**
- mainly focused on the teacher
- **limited focus on the use of multilingual approaches**



SECTION 7: USE OF ENGLISH (KNOWING THE SUBJECT) AND OTHER LANGUAGES (USING MULTILINGUAL APPROACHES)

	Level 1	Level 2	Level 3	Level 4
7.1 Teacher's use of English KS	<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.
7.2 Learners' use of English KS	<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
7.3 Opportunities for learners to speak English KS	<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.
7.4 Teacher's use of learners' community or home languages UMA	<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.

Using multilingual approaches

Using multilingual approaches involves:

Recognising and valuing the multilingual nature of societies, schools and classrooms.

Using pedagogical strategies that encourage inclusive education within a supportive multilingual learning environment.

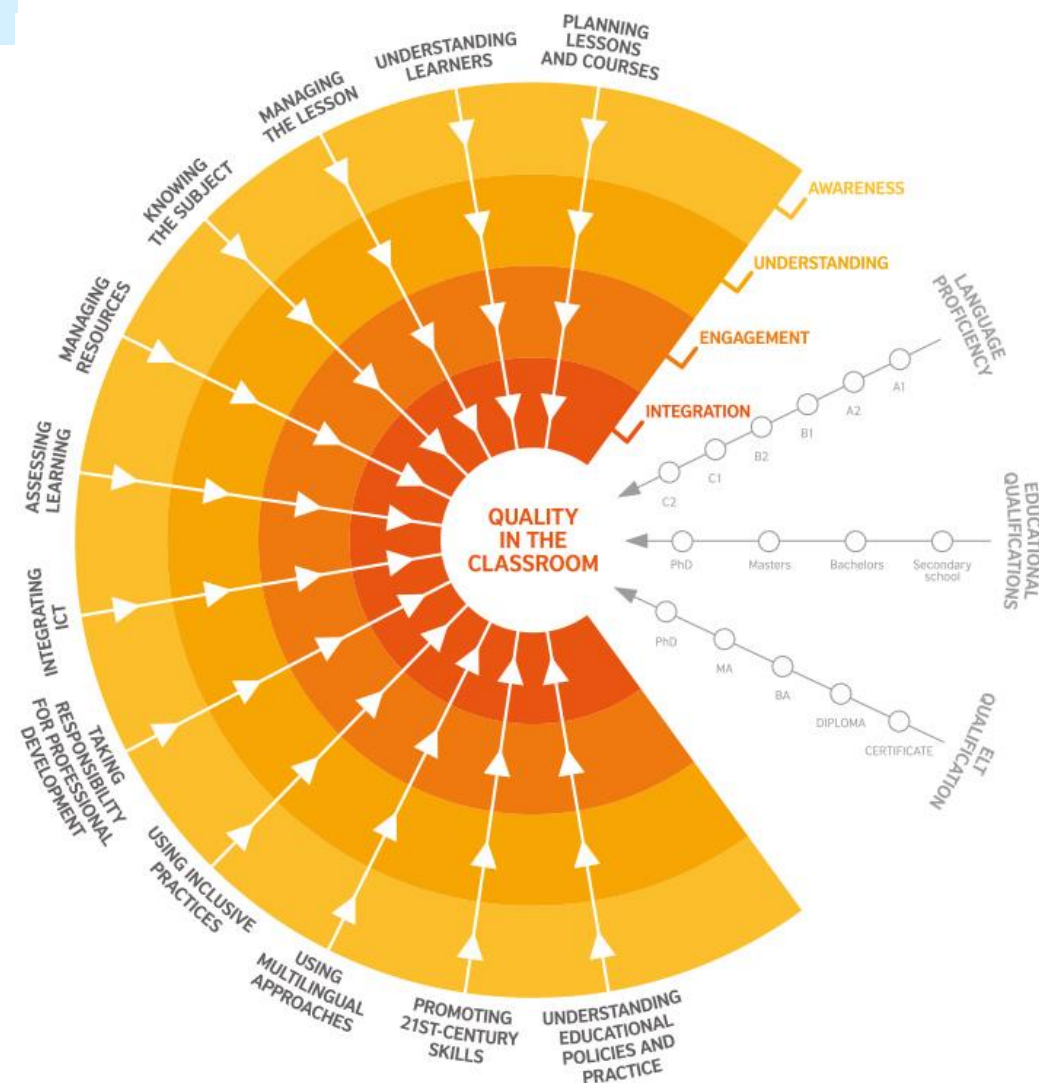
Being aware of beliefs about speakers of other languages and how they can impact on establishing and maintaining an inclusive learning environment.

Assessing individual learners in a manner that takes their linguistic background into account.

Giving my learners appropriate opportunities to use their home languages to support and demonstrate their understanding of learning content.

Making pedagogical choices that respect and capitalise on my learners' linguistic diversity.

Reflecting on how effective my implementation of multilingual approaches is in promoting learning.



MultiLila project classroom observation tool

1.3 School ID SID :	
1.4 Teacher ID TCHRID :	
1.5 Classroom ID CLSRMID :	
1.6 Total no. of students in class on DoS TSC :	

1.8 Total no. of girls in class on DoS TSGC :	
1.9 Total no. of boys in class on DoS TSBC :	
1.0 Start time STIME :	[Hour]: [Min]
1.11 End time ETIME :	[Hour]: [Min]

Section 2: Teaching Environment

2.1 Does the classroom have good ventilation TCHENV ? [Please tick]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.2 Does the classroom have good lighting TCHENVL ? [Please tick]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.3 Does the classroom have a maths corner MTHSCRNR ? [Please tick]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.4 Does the classroom have a language corner LANGCRNR ? [Please tick]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.5 Are there display materials and children's work on the classroom walls DPCLSS ? [Please tick]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.6 If the answer to 2.5 was YES, in what language(s) are the display materials? DPCLSSL [Please write in the box]		
2.7 Does external noise affect the quality of teaching (for e.g.: teacher cannot be clearly heard) TCHENVN ? [Please tick]	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.8 Is there electricity in the classroom?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.9 Does the class have furniture (desks and chairs/benches)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2.10 Do all the children have individual notebooks and stationery?	<input type="checkbox"/> Yes	<input type="checkbox"/> No



Section 6. Good Practice Table

A. LEARNER-CENTRED APPROACH					
	Expectations not met	Partially Meets Expectations	Meets Expectations	Exceeds Expectations	N/A*
1. Fair treatment of learners	<input type="checkbox"/> The teacher discriminates against some of the 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 a clear effort to promote inclusion within the class.	
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.	
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. 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.	

Section 3: Observation of Teacher Activity and Child Response:

[Please write one or more codes, where relevant. For example: A child may be listening and then repeating so in 3.3 insert codes 1 + 3)

Teacher activity codes:

- | | |
|---|--|
| 1= Reading aloud | 9= Problem solving exercises |
| 2= Verbal instruction | 10= Giving oral feedback |
| 3= Telling a story | 11= Experimentation |
| 4= Writing on board | 12= Marking papers/work completed |
| 5= Demonstrating | 13= Taking dictation |
| 6= Asking questions | 14= Off-task |
| 7= Showing/talking about
audio/video | 15= Classroom management/discipline |
| 8= Maths exercises | 16= Reviewing or Summarising previous lesson |
| | 88= Other (specify) |

Children's response codes:

- | | |
|------------------------------|-----------------------------|
| 1=Listening | 8= Calculating |
| 2=Individual speaking | 9= Asking for clarification |
| 3= Repeating/choral response | 10= Problem-solving |
| 4= Writing | 11= demonstrating |
| 5= Copying text | 12= Uninvolved |
| 6=Reading | 88= Other (specify) |
| 7=Reading aloud as a class | |

Language Codes

- 1= Bhojpuri 7= Telugu
2= Haryanvi 8= Urdu
3= Hindi 9= English
4= Magahi 10= Translanguaging
5= Maithali 88= Other (specify)
6= Punjab

3.1 Teacher activity	T 1	T 2	T 3	T 4	T 5	T 6	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	T 18	T 19	T 20	T 21	T 22	T 23	T 24	T 25	T 26	T 27	T 28	T 29	T 30
3.2 Languages used																														
3.3 Children's response																														
3.4 Languages used																														

What is the focus for classroom observations in the MultiLila project?

- Language – which ones, and how are they used by the learners and the teacher?
- Activity during five minute increments
- Teaching practices employed

Who/when/where?

- Standard IV children in schools in Hyderabad, Delhi and Bihar
- Schools in deprived / very deprived areas
- State language medium and English medium government schools in each location
- Same children observed each year
- 30 minute lessons – language or maths



What observations have been done so far?

- 10 lessons taught by 5 teachers in schools in Hyderabad – two English medium / three Telugu medium / two ‘slum’ and two ‘non-slum’
- Observations took place in November and December 2017
- Class size between 20 and 35
- Roughly even split of girls and boys except in one non-slum, English medium school where the class had 10 girls and 20 boys



What are initial findings regarding classroom environment?

- All five classrooms had electricity, but no visible technology
- Only one classroom had furniture for use by the students
- Regardless of whether the schools were Telugu or English medium, those that had displayed materials on the walls (three out of five schools) showed materials using both English and Telugu, and in one of the Telugu medium schools, Hindi was also used
- None of the teachers used any resources other than the blackboard and the textbook, except for one teacher who used a short roleplay activity during a language lesson.



So what do these classroom observations tell us about multilingual practices?

Three areas of emerging interest, looking at the MultiLila project data:

1. Opportunities that learners have to practise using language (spontaneous production)
2. The use of strategies to promote critical and/or creative thinking
3. The use of language by the teachers and learners at different points in the lesson



Opportunities that learners have to practise using language (spontaneous production)

Learner activity during 30 min lesson

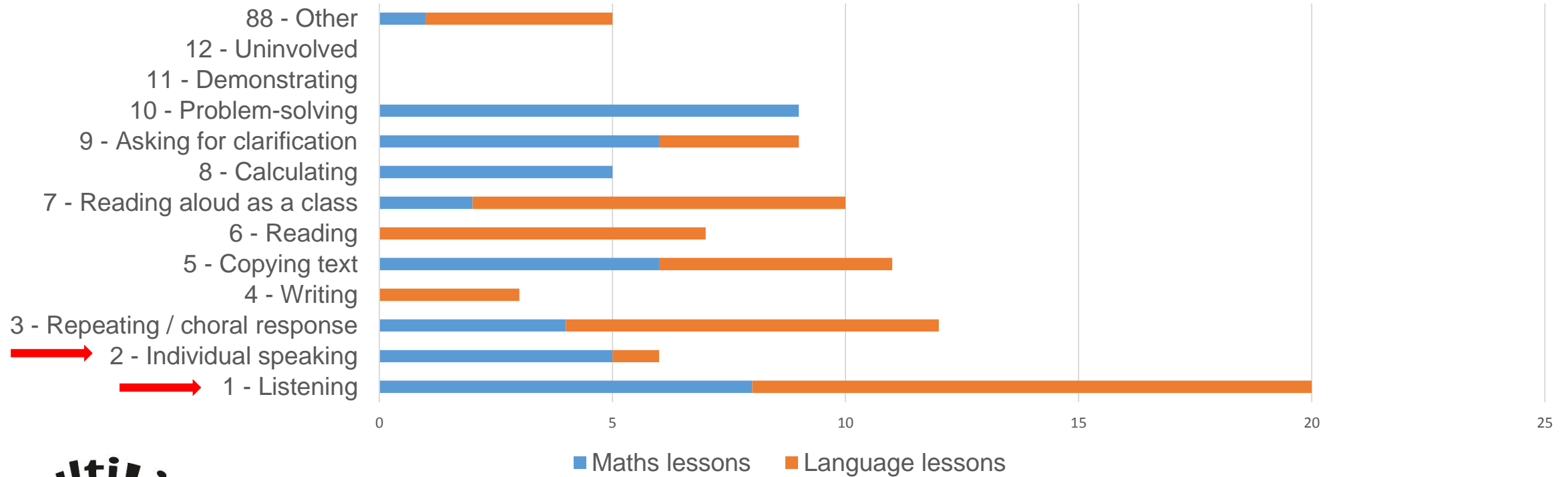
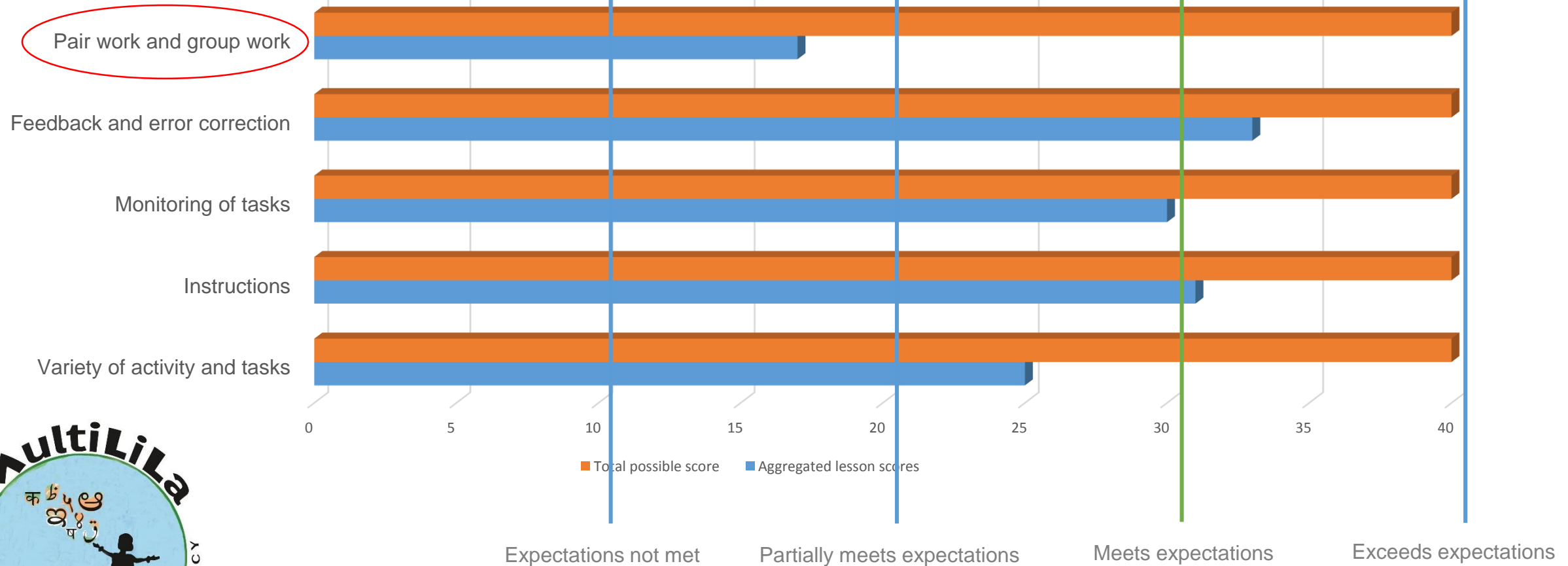


Illustration of count of number of times that learners engage in different types of activities.

Opportunities that learners have to practise using language (spontaneous production)

Teacher's use and management of activities and tasks



B. TEACHER'S USE AND MANAGEMENT OF ACTIVITIES AND TASKS				
	Expectations not met	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
13. Pair work and group work	<input type="checkbox"/> No pair/group work, though appropriate. 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.

The use of strategies to promote critical and/or creative thinking

Learner-centred approach

Development of learner's creativity, imagination and critical thinking...



Catering to individual needs

Eliciting language and content

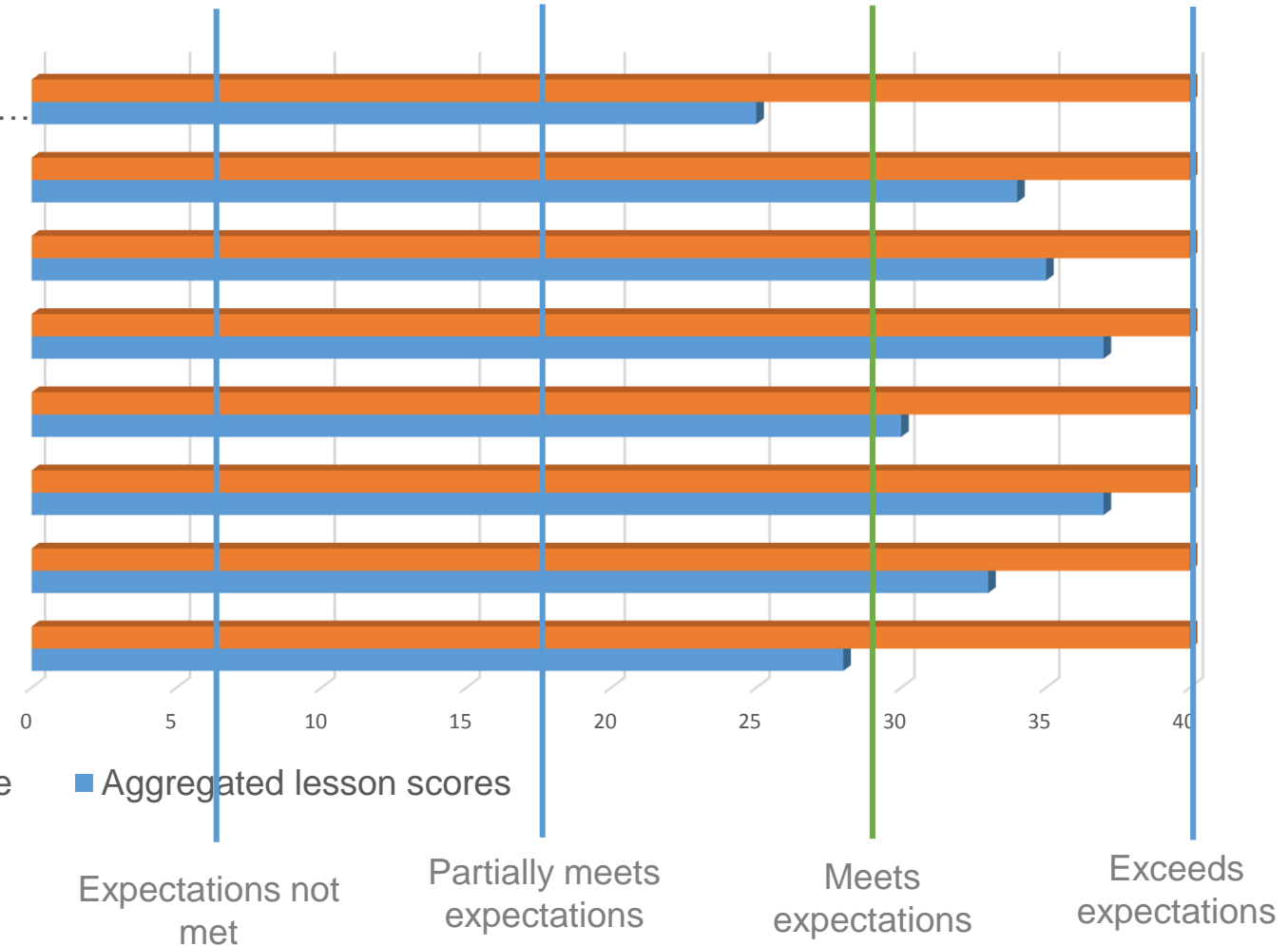
Teacher talking time

Learner engagement

Use of names

Praise and encouragement

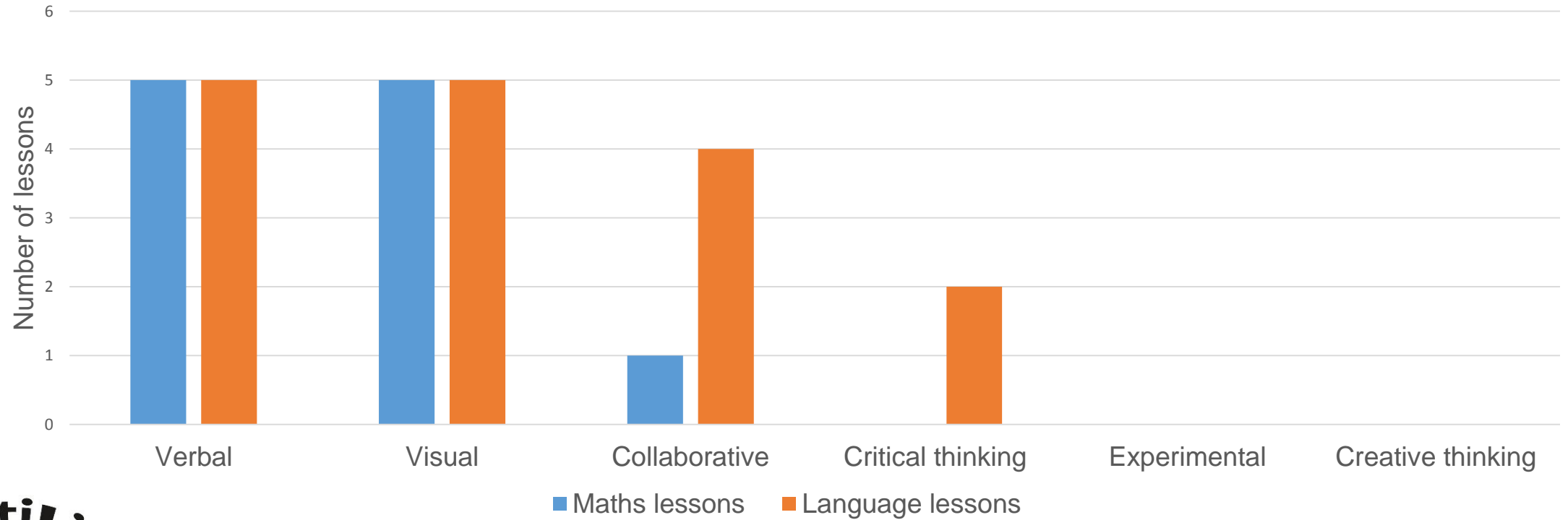
Fair treatment of learners



A. LEARNER-CENTRED APPROACH

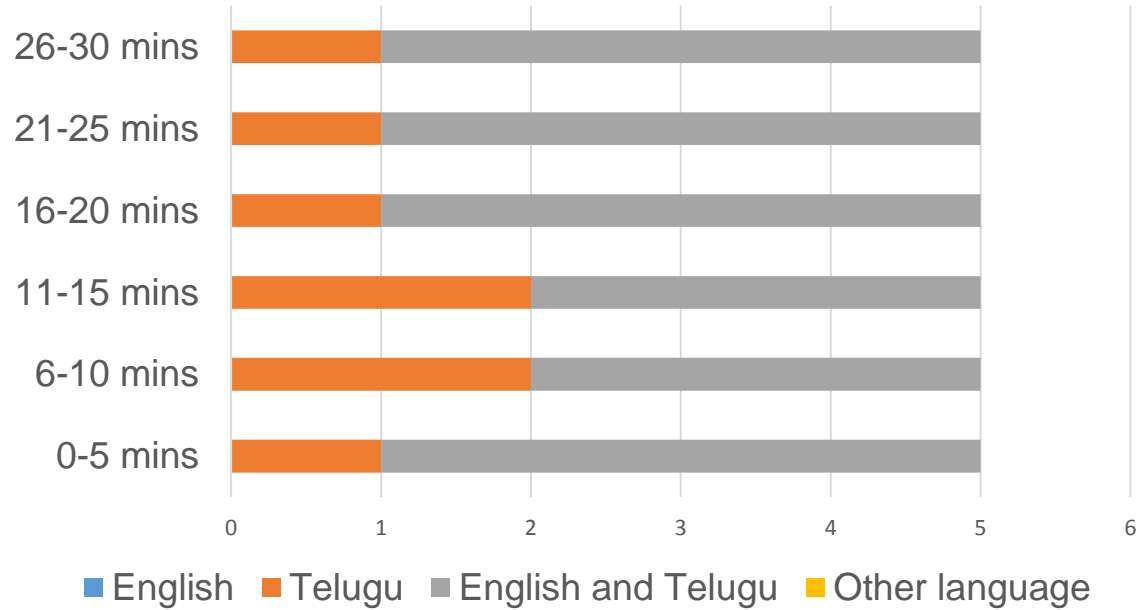
	Expectations not met	Partially Meets Expectations	Meets Expectations	Exceeds Expectations
8. Development of learners' creativity, imagination and critical thinking skills	<input type="checkbox"/> The learners do not participate in tasks that demand creativity, critical thinking skills or imagination.	<input type="checkbox"/> The learners engage in a few activities that demand critical thinking, creativity or imagination.	<input type="checkbox"/> The learners engage and participate in tasks that demand critical thinking, creativity or imagination.	<input type="checkbox"/> The learners engage and participate in tasks that demand critical thinking, creativity AND imagination throughout the lesson.

Strategies demonstrated in lessons



The use of language by the teachers and learners at different points in the lesson

Teacher language - maths lessons



Teacher language - language lessons

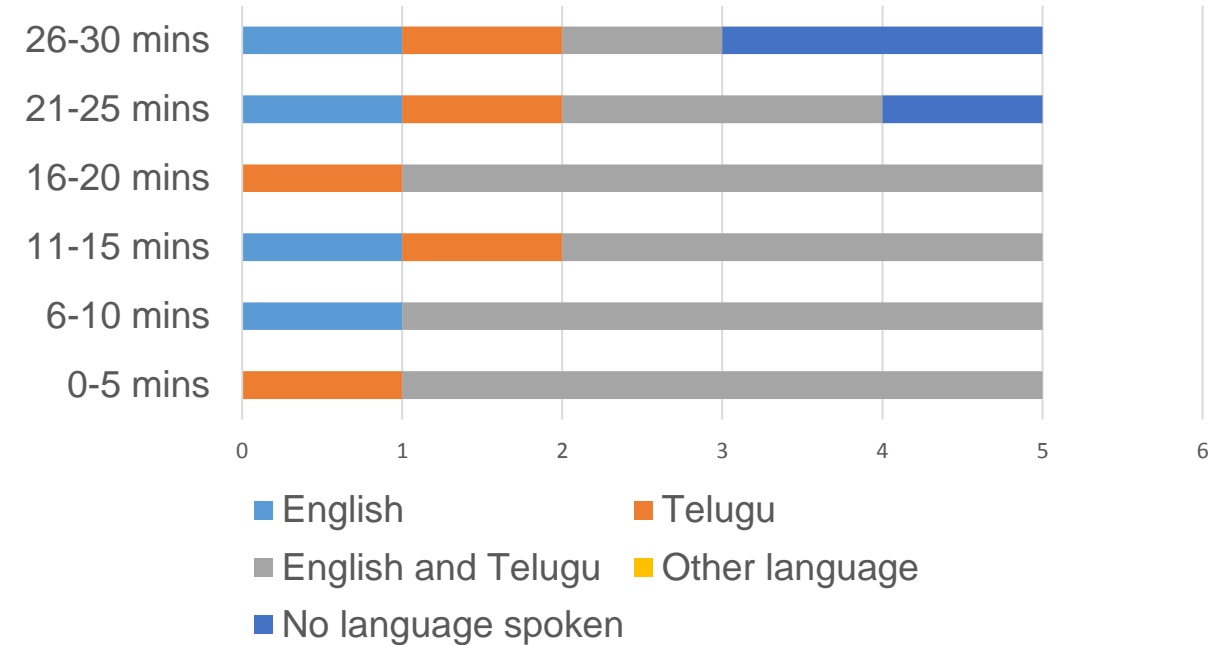


Illustration of languages spoken across ten 30 minute lessons, recorded during five minute periods
10 lessons: 6 Telugu medium / 4 English medium

The use of language by the teachers and learners at different points in the lesson

Learner language - maths lessons

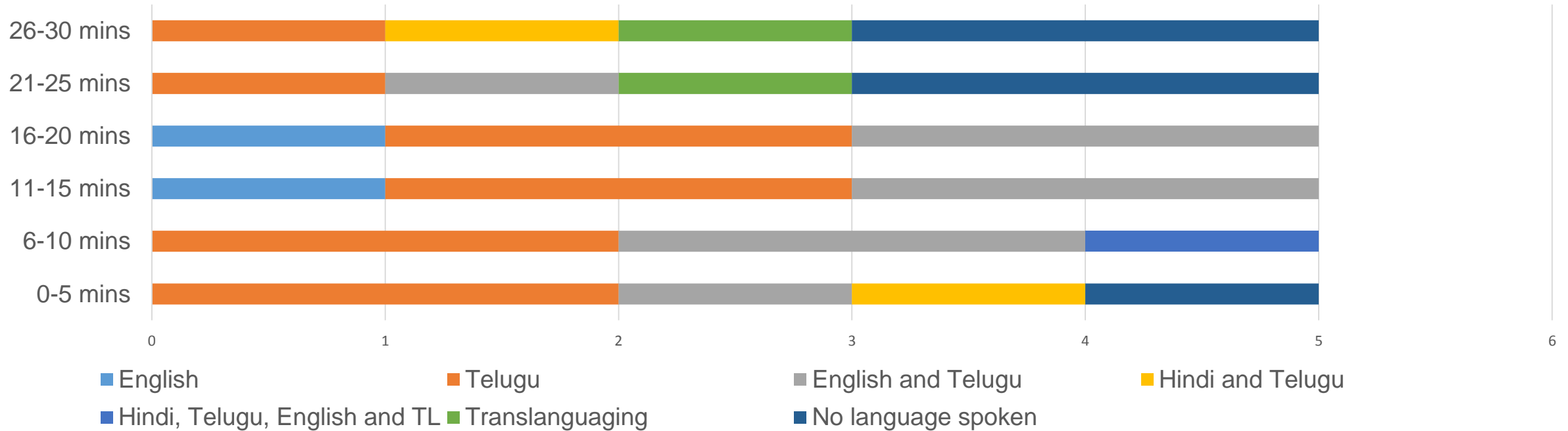


Illustration of languages spoken across five 30 minute lessons, recorded during five minute periods
5 lessons: 2 English medium / 3 Telugu medium

The use of language by the teachers and learners at different points in the lesson

Learner language - language lessons

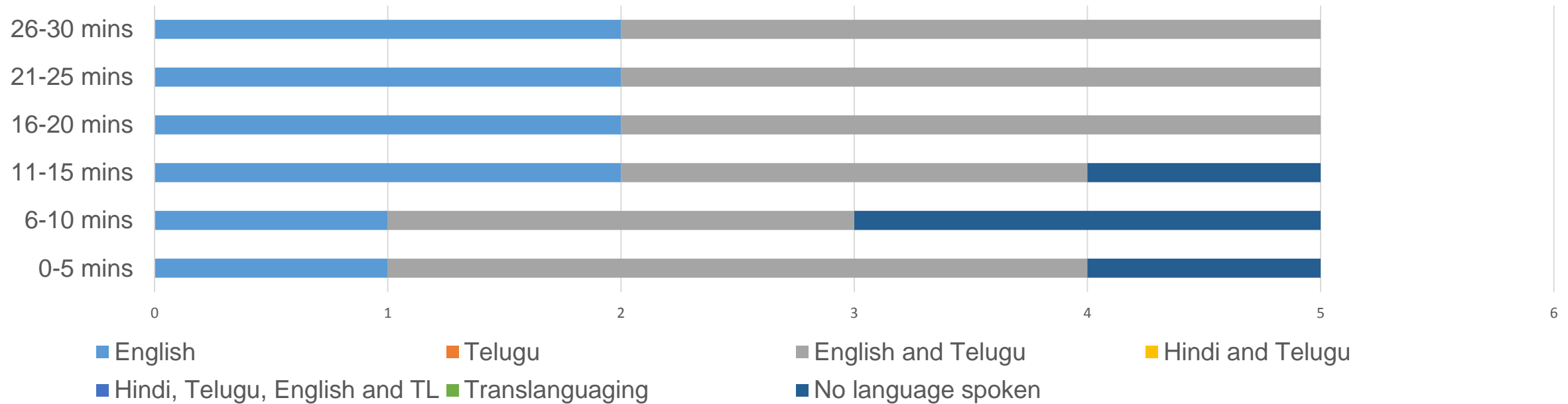


Illustration of languages spoken across five 30 minute lessons, recorded during five minute periods
5 lessons: 2 English medium / 3 Telugu medium

Possible patterns of language use in maths vs English language lessons:

- Teachers mix languages a lot – what is the quality of this translanguaging?
- Learners mix less – but can this be explained by the type of activity they're doing?
- More sustained use of single language in English language lessons than in maths for teachers
- On the other hand, more sustained use of single language in maths lessons than in language lessons for learners



The use of language by the teachers and learners at different points in the lesson

Teacher language - Telugu medium

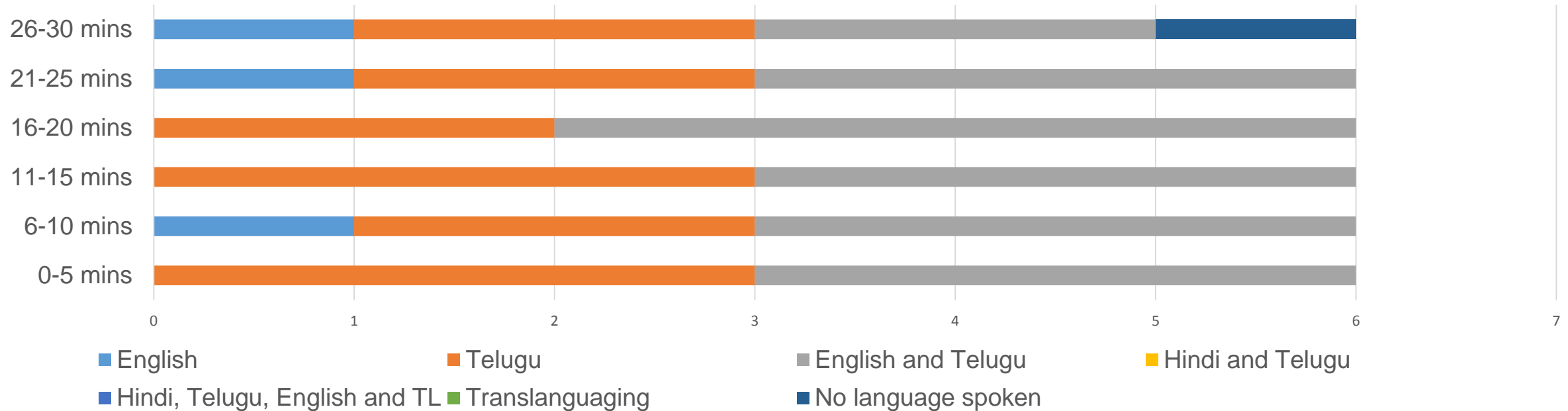


Illustration of languages spoken across six 30 minute lessons, recorded during five minute periods
6 lessons: 3 maths / 3 English language

The use of language by the teachers and learners at different points in the lesson

Teacher language - English medium

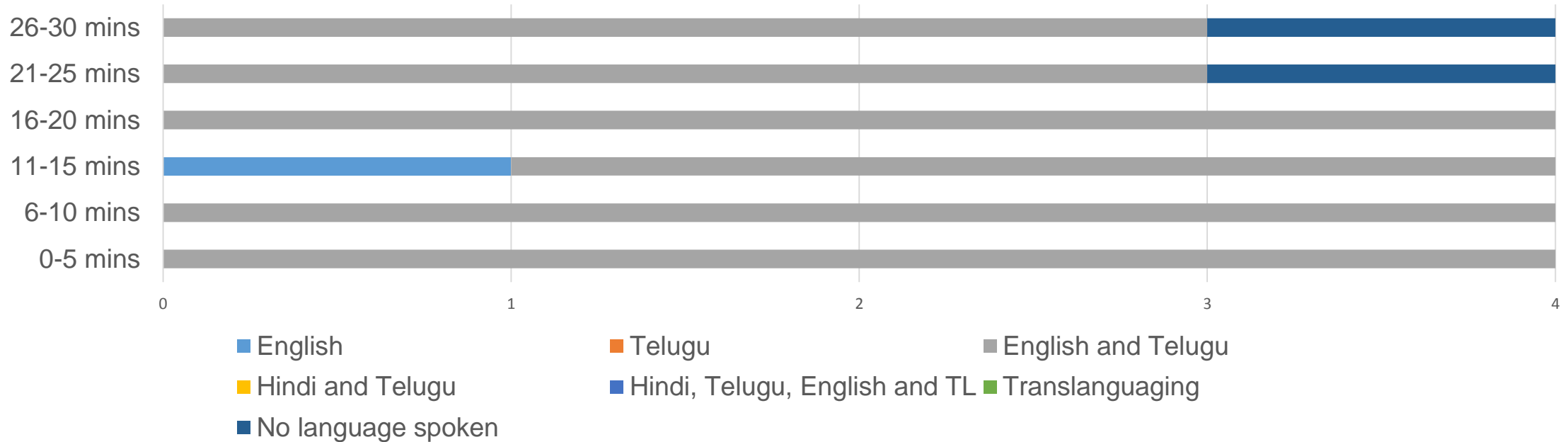


Illustration of languages spoken across four 30 minute lessons, recorded during five minute periods
4 lessons: 2 maths / 2 English language

The use of language by the teachers and learners at different points in the lesson

Learner language - Telugu medium

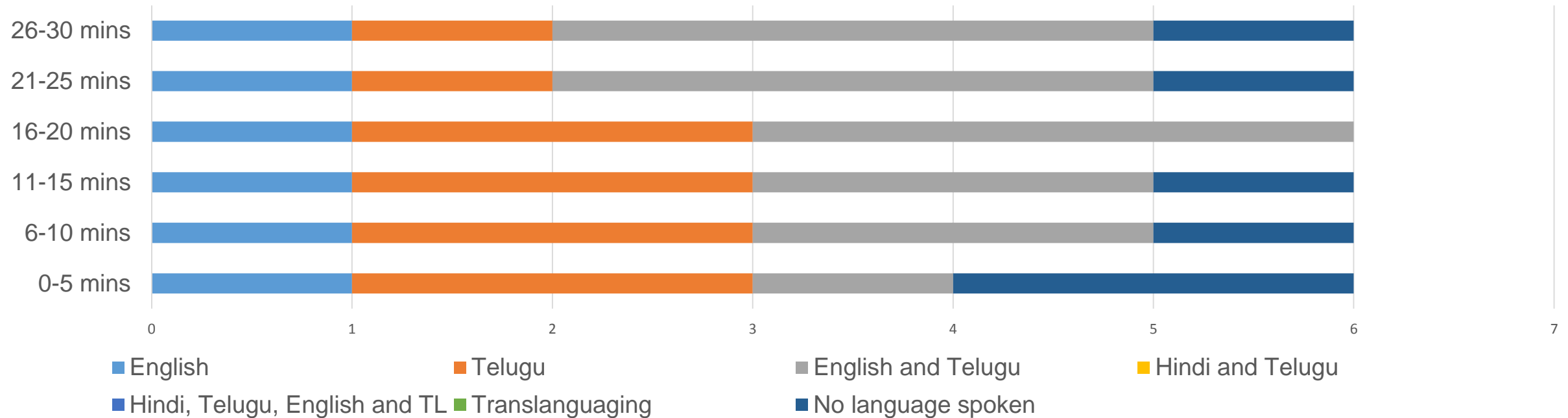


Illustration of languages spoken across six 30 minute lessons, recorded during five minute periods
6 lessons: 3 maths / 3 English language

The use of language by the teachers and learners at different points in the lesson

Learner language - English medium

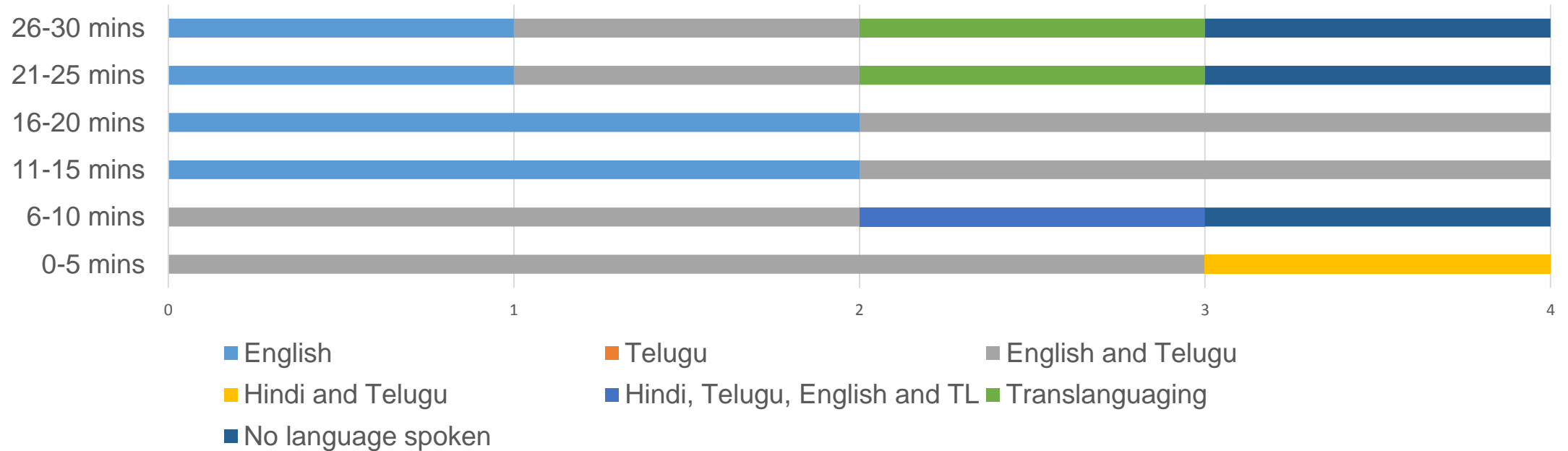


Illustration of languages spoken across four 30 minute lessons, recorded during five minute periods
4 lessons: 2 maths / 2 English language

Possible patterns of language use in English vs Telugu medium lessons:

- Teachers mix languages a lot – what is the quality of this translanguaging?
- Learners mix less in English medium lessons – but can this be explained by the type of activity they're doing?
- More sustained use of single language in Telugu medium schools than in English medium schools for both teachers and learners – especially for teachers



What data is available about learners in these classrooms?

Initial analyses of the data show an advantage of Telugu-medium schools over English-medium in:

- number recognition
- word problems

Advantage in English medium schools in English literacy



What can we do with future observations / final classroom observation data?

- Try to better understand the translanguaging / mixing languages phenomenon – is helping learning? Could it be done more effectively?
- Explore practices observed as a variable that may effect learning – see whether the patterns hold
- Raise self-awareness among teachers / head teachers
- Design interventions to improve classroom practice
- Advocate to various stakeholder groups to make changes to policy / textbooks / assessments etc.



What else can we (British Council and others) do in future?

- Look further at how we can assess use of languages in the classroom and different aspects around multilingual practices (e.g. USAID tool)
- Consider the use of video observation – big growth area
- Improve our tools to capture more of this information and more formally recognise / report on language diversity as a resource for the teacher / learners
- Develop more awareness of these issues



Thank you

amy.lightfoot@britishcouncil.org

Further reading on use of observations (global literature review):

https://www.teachingenglish.org.uk/sites/teacheng/files/pub_Teacher_evaluation_Global_perspectives_implications_ELt.pdf

Approaches to evaluation of teachers in India:

https://issuu.com/britishcouncilindia/docs/exploring_teacher_evaluation_process?e=1710046/57651505

