

**English in Action  
BBC Janala  
Baseline Research Synthesis  
October 2009**

**Research and Learning (R&L) Group Bangladesh**



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## 1.1 Project Overview

English in Action (EiA) is a UK Department for International Development (DFID) funded project which aims to equip 25 million Bangladeshis with English language skills that will enable them to participate more effectively in economic and social activities. The project will seek to address the lack of opportunity for the majority of people in Bangladesh, especially the young, to learn English.

The overall programme of work will reach the future and existing workforce of the country through interactive radio and other information and communications technology (ICT) based teaching in primary and secondary schools, through television, the Internet and also through mobile phones. The beneficiaries will be both male and female adults in urban and rural communities and school-aged children.

The programme of work will be delivered by a consortium of project partners including the BBC World Service Trust and the Open University. The project is managed, on behalf of DFID, by BMB Mott Macdonald.

The project will run in three phases over 9 years. Phase I dealt with the design of the programme in 2008. Phase II will run from 2008 to 2011, during which the BBC World Service Trust's mission statement is to;

*Change people's perceptions of language learning, reduce barriers to English and support the development of an English language media sector through the innovative use of television, radio, mobile and other platforms.*

We are conscious that we have entered a market where English Language Teaching (ELT) programmes on Bangladeshi television have a poor reputation and ELT on mobile is non-existent. Therefore, the BBC's primary role during Phase II (2008-2011) will be to act as an exemplar and producer of innovative English programming and learning products. We intend to reduce the barriers that prevent learning, build learners' confidence, offer audio and visual material that develops communicative skills and demonstrate to media professionals and the audience the possibilities of new types of learning.

The aim is to bring about a major perception change to English – both from beneficiaries who will experience new types of learning and also from media and mobile operators who will witness the commercial and creative potential of English language related programming.

BBC Buzz, a 39 episode youth entertainment show, underpinned by our perception change strategy and with aspiration as its core theme, will launch on prime-time television in late 2009. Bilingual male and female presenters will present personalities and features from Bangladesh and the UK. With more Bangla than English at the outset, we hope to grow the English content through the series, taking careful note of audience reaction.

A weekly animation will build learners' confidence and tackle common mistakes in English. English learning content tailored to the needs of Bangla speakers will be made available under the umbrella brand BBC Janala ('Window') free of charge for anyone with an internet connection anywhere in the world or for less than the cost of a local phone call for millions of mobile users in Bangladesh.

On the phone menu, the content will be graded 'easiest', 'more difficult' and 'most difficult' encouraging learners to choose the level they feel is most appropriate and progress upwards. In the easiest category, three minute Essential English audio lessons will offer basic vocabulary and phrases. More difficult, though with plenty of Bangla wrap-around to ensure

they remain accessible, will be audio series on pronunciation ('Sounds of English'), fluency ('Speaking Naturally'), preparation for exams, particularly IELTS, and an introductory series on work-place English. These four topics were chosen following audience research. There will be related SMS content and quizzes which research suggests will be very popular.

Once [bbcjanala.com](http://bbcjanala.com) launches, a community of young learners across the world will be able to upload their profiles online and interact with others. Audio and video will be shared and distributed on sites such as Facebook, Youtube, Myspace and Bebo. Twitter will inform users of new content and provide miniature lessons. For those with mobile internet capability, BBC Janala will offer the first bilingual Bangla-English WAP portal for English learners.

Towards the end of 2010, a high-quality drama set in Bangladesh and the UK, involving characters from Bangladesh and the UK Diaspora, will attract millions of viewers. A half-hour learning support programme will run in parallel to the drama and reinforce and build on the functional 'Target English' within it.

The Bangladeshi media environment is extremely dynamic. We believe that such a high-profile concentration of innovative interventions across a range of platforms can change the negative attitudes to learning English that persist in Bangladesh.

## 1.2 The Research & Learning Group

The Research & Learning Group (R&L) is an international group of research professionals from Africa, Asia, the Middle East and the UK, who have been recruited and trained by the BBC World Service Trust to specialise in media and audience research.

To deliver innovative media solutions to development challenges, the R&L Group focuses on four key activities:

- providing audience and market insights to inform project development throughout the project cycle;
- conducting qualitative and quantitative research studies to assess impact;
- building capacity in audience research skills in country;
- documenting and disseminating what has been learned.

The R&L Group draws on cutting-edge thinking from academic and commercial media research, and international development studies, and adheres to a strict set of ethical and professional standards.

## 1.3 Summative Research Strategic Overview

### 1.3.1 The Four Levels Approach

Wherever possible, BBC WST projects are designed to have an impact at four societal levels; Citizen, Practitioner; Organisation and System. These Four Levels are a key component of the Trust's strategic understanding of how media and communications work. Understanding the relationships between social systems, media and audiences is integral to understanding how audiences use the information they get from media. Acknowledging this, working across four levels serves to clarify and focus the Trust's interventions and their impact within the larger 'ecosystem' where they operate.

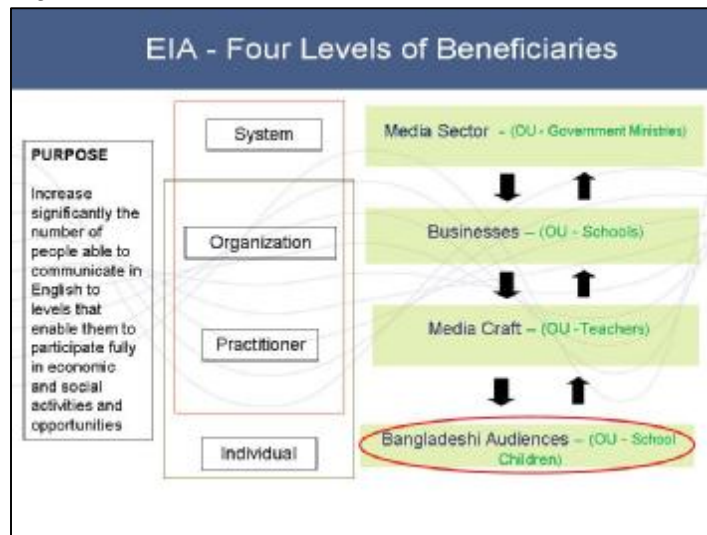
This four levels model has been applied to the English in Action Project as a structure against which summative research studies have been framed. Figure 1 illustrates this thinking by aligning the societal level with the intended beneficiaries of the project.

At the audience level, BBC Janala media products will expose a large number of Bangladeshis to English language and provide them with a wealth of learning opportunities. These learning products are designed to change perceptions and reduce barriers to learning and using communicative English. In addition to developing language skills this exposure will increase the confidence of the audience to use English more widely in their daily lives and at work.

Practitioner beneficiaries include those people working within the media or teaching sector who become better enabled to more effectively produce content that exposes and engages audiences with English learning and use. It is anticipated that these beneficiaries will operate beyond the scope of the BBC’s direct work, but will have been influenced either directly through training and capacity building activities associated with the project, or indirectly through their own exposure to BBC products. In addition, we anticipate that the UK Diaspora community will make a direct contribution to English learning in Bangladesh.

Organisational beneficiaries include media houses, mobile phone companies that recognise the commercial value of, and invest in English and ELT content. Bangladeshi employers will also benefit from a work force that can communicate more confidently in English. Considering audience, practitioner, and organisational beneficiaries in a combined sense highlights the transformational power for societal as a whole, at the system level. It is anticipated that reducing the barriers to learning English, particularly its prohibitive cost, will change the status of English in society from a tool of elitism, to a tool for development that enables social mobility and interaction with the rest of the world. Part of this process will involve the recognition of the role of free media and new technology in delivering education, leading to a more just and equitable society.

Figure 1 - The Four Levels of Beneficiaries Model



### 1.32 Summative Research Studies Summary

With the BBC World Service Trust seeking to have an impact on each of these societal levels, research studies have been designed to objectively measure this.

The table below provides a simple to follow reference system, going forward, for each summative research study and societal level on which they focus. The Logical Framework indicator/s for output 2 that they are relevant to are also referenced.

Table 1 – Study Reference Indicators

| Study Reference | Output 2 Logical framework Indicator | Study   | Societal Level        |
|-----------------|--------------------------------------|---|-----------------------|
| SR1             | 1,2                                  | BBC Midline Survey                              | Individual            |
| SR2             |                                      | BBC Audience Measurement Surveys                | Individual            |
| SR3             | 2                                    | BBC Bangladeshi Audience Cohort Study           | Individual            |
| SR4             | 4                                    | BBC UK Bangladeshi Diaspora Audience Interviews | Individual            |
| SR5             | 3                                    | BBC Media Environment Monitoring & Interviewing | Practitioner & System |
| SR6             | 2                                    | BBC Employer Research                           | Organization          |

1.33 Research Time Line

The following table details the current time line for conducting each of these studies in phase 1 of the English in Action project.

Figure 2 – Research Timeline

|                     | 08       | 2009 |   |                              |   |   |   |   |              |                               |   |   |   | 2010 |   |   |   |   |   |   |           |   |   |   |         | 2011 |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|---------------------|----------|------|---|------------------------------|---|---|---|---|--------------|-------------------------------|---|---|---|------|---|---|---|---|---|---|-----------|---|---|---|---------|------|---|---|---|---------------------|---|------------------------|---|--|--|--|--|--|--|--|
|                     | D        | J    | F | M                            | A | M | J | J | A            | S                             | O | N | D | J    | F | M | A | M | J | J | A         | S | O | N | D       | J    | F | M | A | M                   | J | J                      | A |  |  |  |  |  |  |  |
| RESEARCH MILESTONES | Baseline |      |   |                              |   |   |   |   |              |                               |   |   |   |      |   |   |   |   |   |   | Midline 1 |   |   |   | Endline |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   | TV Audience Measurement*     |   |   |   |   |              |                               |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   | Media Environment Monitoring |   |   |   |   |              |                               |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   |                              |   |   |   |   |              | Media Practitioner Interviews |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   |                              |   |   |   |   |              | Web Metrics data              |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   |                              |   |   |   |   |              | Mobile User data              |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   |                              |   |   |   |   | Cohort Study |                               |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   |                              |   |   |   |   |              |                               |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   | Employer Interviews |   |                        |   |  |  |  |  |  |  |  |
|                     |          |      |   |                              |   |   |   |   |              |                               |   |   |   |      |   |   |   |   |   |   |           |   |   |   |         |      |   |   |   |                     |   | UK Diaspora Interviews |   |  |  |  |  |  |  |  |

1.4 Output 2 Logical Framework Summary

The logical framework that follows represents the revised framework proposed for use following the 2009 Output to Purpose Review (OPR).

In essence, it details the indicators that will be evaluated over the course of phase 1, relevant baseline benchmarks against these, achievement milestones through to the end of phase 2017 and the research activities that will take place to evidence these through to April 2011.



Table 2 – Logical Framework Summary – Output 2

| OUTPUT 2  | Indicator   | Baseline   | Milestone 1   | Milestone 2   | Target (date)   | Assumptions  |
|---|---|--|---|---|---|--|
| (Original)<br>Interest in English language and access to learning activities generated through television and mobile telephone based interventions.   | Number of Bangladeshis accessing BBC produced EIA media products  | None – outputs not yet available   | 6 million Bangladeshis have accessed BBC produced EIA media products by the end of April 2011 (_M:_F)   | 14 million Bangladeshis have accessed BBC EIA produced and influenced media products by the end of April 2014 (_M:_F)   | 18 million Bangladeshis have accessed BBC EIA produced and influenced media products by the end of April 2017 (_M:_F)   | Prominent transmission slots on a suitable national cable/satellite network are secured<br>Internet and mobile phone penetration proceeds at anticipated rate. |
|   |   | <b>Source<sup>x</sup></b><br><b>BBC Baseline and Midline Surveys</b><br><u>BBC Monthly TV Audience Monitoring Surveys</u><br><u>BBC Mobile Service Aggregator Uptake Data</u><br><u>BBC Web Metrics Data</u>   |   |   |   |  |
| (Proposed)<br>Change people's perceptions of language learning, reduce barriers to English and support the development of an English language media sector through the innovative use of television, radio, mobile phone and other media platforms <sup>1</sup> . | Perception of reduced barriers and increased positivity towards learning communicative English among school leavers and adults. | Current attitudes and perceptions have been comprehensively measured across a range of dimensions through the baseline survey. These include structural, internal and external focused constructs that will be drawn upon for comparative analysis against subsequent midline survey data. (_M:_F) | 60% of those exposed to BBC produced EIA media products will report reduced barriers and increased positivity towards learning communicative English by the end of April 2011 (_M:_F) | 60% of those exposed to BBC produced EIA media products will report reduced barriers and increased positivity towards learning communicative English by the end of April 2014 (_M:_F) | 60% of those exposed to BBC produced EIA media products will report reduced barriers and increased positivity towards learning communicative English by the end of April 2017 (_M:_F) |  |
|   |   | <b>Source<sup>x</sup></b><br><b>BBC LE Qualitative Barrier Research</b><br><u>BBC Employer Research</u><br><b>BBC Baseline and Midline Surveys</b><br><u>BBC Bangladeshi Audience Cohort Study</u>   |   |   |   |  |

| Indicator  | Baseline  | Milestone 1   | Milestone 2   | Target (date)  |
|--|---|---|---|--|
| <p>Influencing the development of English language media sector in Bangladesh through improvements in the capacity to develop products and programmes.</p> | <p>3 English Language Teaching Programmes (Engregi Shikshar Anusthan and Unmukto Biswabiddalay – BTV Dur Path – Desh TV)</p> <p>No equivalent Youth Magazine TV programmes</p> <p>No equivalent TV dramas</p> <p>4 Mobile phone based dictionary based services (Teletalk Warid Banglalink Shabox)</p> <p>No Learning English websites produced in Bangladesh</p> | <p>Prominent programming slots negotiated with media companies for free distribution of BBC EiA media outputs by April 2011</p> | <p>Additional non BBC produced media outputs with an English language component available to Bangladeshi audiences by the end of April 2014</p> | <p>Demonstrable increase in ELT media outputs available to Bangladeshi audiences by April 2017</p> |
| <b>Source<sup>x</sup></b>  |   |   |   |  |
| <p>- <b>BBC Baseline</b> and <u>Midline Surveys</u></p> <p>- <u>BBC Media Environment Monitoring</u></p>   |   |   |   |  |

|                    | Indicator   | Baseline  | Milestone 1  | Milestone 2   | Target (date)  |                    |
|--------------------|---|---|--|---|--|--------------------|
|                    | Bangladeshi Diaspora engage with BBC produced EIA media outputs | None - outputs not yet available  | Members of the British Bangladeshi community will have engaged positively with BBC produced EIA media outputs by the end of April 2011 (_M:_F) | Members of the Bangladeshi Diaspora community will have engaged positively with BBC produced EIA media outputs by the end of April 2014 (_M:_F) | Members of the Bangladeshi Diaspora community will have contributed to the development of effective English Language teaching in Bangladesh by the end of April 2017 (_M:_F) |                    |
|                    |   | <b>Source<sup>x</sup></b>   |  |   |  | <b>RISK RATING</b> |
|                    |   | <b>BBC UK Bangladeshi Opinion Former Qualitative Interviews</b><br><b>BBC UK Bangladeshi Diaspora Survey</b><br><u>BBC UK Bangladeshi Diaspora Interviews</u> |  |   |  |                    |
| <b>INPUTS (£)</b>  | <b>DFID (£)</b>   | <b>Govt (£)</b>   | <b>Other (£)</b>   | <b>Total (£)</b><br><b>£26,650,000</b>  | <b>DFID SHARE (%)</b><br><b>100%</b>   |                    |
|                    |   |   |  |   |  |                    |
| <b>INPUTS (HR)</b> | <b>DFID (FTEs)</b>  |   |  |   |  |                    |
|                    |   |   |  |   |  |                    |

x – baseline data sources are highlighted in bold text and subsequent summative research studies are underlined within the source section for each indicator

This report discusses each of the baseline studies highlighted in bold text in the sources section for each indicator in the revised Logical Framework. Each of these baseline studies will be introduced in terms of the methodological approach taken, and then followed by a summary of the relevant baseline data and insights.

Further to this a discussion is provided on how data from additional stages of the summative baseline research studies, referenced in chapter 1.3, will be used to assess evidence of progress against each indicator.

## 2.1 BBC Learning English – Barriers to English in Bangladesh

Before going directly to the baseline studies, the following summary of barriers to English in Bangladesh, provided by BBC Learning English, provides a useful backdrop.

To build a greater understanding of the contextual challenges that were to be encountered when developing communicative English learning products, BBC Learning English conducted a number of preliminary investigations in Bangladesh between July 2007 and June 2008.

These culminated in the following overview of the barriers that Bangladeshis face engaging with, and learning English, and how these issues could be addressed from their pedagogical perspective.

The information was gathered by BBC Learning English through the following activities and sources:

- Visits to **Bangladeshi primary schools** in Mymensingh July 2007
- Visits to several privately owned **Coaching Centres** (privately owned adult EFL institutes) July 2007 / June 2008: discussions with managers, teachers and students & classroom observations.
- Visits to **EFL & ESOL institutes** working with the **London Diaspora**: discussions with managers, teachers and students & classroom observations.
- Discussions with current and ex-**British Council teachers** and managers in UK and Bangladesh.
- **Focus group discussions** with Bangladeshi adults in Dhaka & Sylhet June 2008
- **One-to-one interviews** with Bangladeshi adults in Dhaka & Sylhet June 2008
- Secondary research: EFL & Socio-linguistic **Academic Journals** & other reputable EFL/ELT publications.

Table 3 – Barriers to Language Learning and how to address them

| Barrier:   | How these issues can be addressed:  |
|--|---|
| <p><b>The current education system:</b><br/>Is under-resourced: large classes and lack of facilities make effective ELT difficult, as does the teachers' level of English— which is often low. Students leave the Bangladeshi medium sector in particular with a very low level of English – often beginner or false beginner. The English medium sector often produces users at pre- or low intermediate level. Many feel let down by the English language instruction they receive at school &amp; feel the system is in need of an overhaul 'from the start'.</p> <p>The view that English is taught / learnt at school for the purpose of passing exams, and not as a skill for life, is widespread.</p> | <p>Provide remedial adult ELT materials to undo bad habits &amp; promote better ones; support learners into modern ELT activities &amp; practices.</p> <p>Promote the integration of EFL speaking &amp; learning into everyday life and work.</p>       |
| <p><b>Traditional teaching methodology:</b><br/>Traditional methods i.e. grammar-translation &amp; rote learning are heavily relied on. There is some awareness of modern (e.g. communicative) ELT methods but a lack of teacher training / awareness &amp; reluctance from both teachers and learners to move outside their methodological comfort zone prevails.</p>   | <p>Produce materials which reflect some elements of traditional methods (providing reassurance for the learner), but which also reflect more modern methods. Provide overt explanations of newer methods and support learners as they explore them.</p> |

| <b>Barrier:</b>   | <b>How these issues can be addressed:</b>   |
|---|---|
| <p><b>Limited local knowledge of modern authentic English:</b><br/>                     Locally produced materials contain many instances of incorrect language / language analysis. Translation is often inaccurate or inappropriate. Teachers with native / near-native competence are rare, as is sound knowledge of the system of English (and ways to transmit such knowledge effectively). Transliteration of English words into Bengal script for pronunciation purposes causes mispronunciation; &amp; a prevalence of 'Bengali English' pronunciation results in widespread difficulty understanding varieties of English, including British and American English.</p>   | <p>Provide authentic and accurate written and spoken models of native speaker &amp; international varieties of English.</p> <p>Compare Bengali English and British English pronunciation. Train learners in the use of pronunciation aids other than transliteration into Bengali.</p>  |
| <p><b>Lack of reliable models and feedback:</b><br/>                     Sources of authentic English language that are suitable for ELT are rare. The result is that learners are unable to check the accuracy and appropriacy of the language they are studying. In addition, learners don't know if they have made errors or mistakes in their language output. If they <u>are</u> aware of their mistakes, they have no reliable source of correction. This has a negative effect on confidence, which in turn can cause a reluctance to use English in public.</p>   | <p>Provide reliable native speaker models, learner training (for independent checking; confidence, judicious use of materials etc).</p> <p>Provide meaningful feedback opportunities (i.e. tell them <u>why</u> something is right or wrong; make recommendations / provide sources for further study etc.)</p>   |
| <p><b>Reluctance to use English in public:</b><br/>                     Despite the existence and popularity of Speaking Clubs (offered by Coaching Centres), people are generally uncomfortable about speaking in English publicly. They are aware of their limitations and, due to a lack of correct / native speaker models, don't trust themselves to produce accurate or fluent English, &amp; feel acutely embarrassed if they make a mistake or struggle with vocabulary. Consequently, they are low in confidence. Moreover, speaking English in public is often considered a bit cocky; although (paradoxically) at the same time it is seen as fashionable and can be a status symbol. They aspire to it, but it's difficult to pull off.</p> | <p>Reduce stigma &amp; promote English in public by demonstration and positive role models.</p> <p>Demonstrate by example that English is a language for everyday life, not just for classrooms.</p> <p>Support public speaking by providing native speaker models of natural/correct English</p> <p>Produce materials to support existing speaking clubs</p> |
| <p><b>Lack of opportunities to practise / speak English:</b><br/>                     Many say they have no-one to practise English with (outside of their speaking club). Some practise English with selected friends and family members but not with senior members of the community, or people beyond their trusted circle, even though such people may have good English.</p>   | <p>Use technology and innovative programmes to provide practise opportunities e.g. gapped conversations.</p> <p>Marketing campaign, encouraging older people to talk in English with their children &amp; grandchildren, younger colleagues etc.</p>  |

| <b>Barrier:</b>  | <b>How these issues can be addressed:</b>   |
|--|---|
| <p><b>Over-dependence on bilingual materials:</b><br/>Bilingual materials are far more popular than all-English materials &amp; word-for-word translation is relied on by many as a learning aid; the danger of this as a quick fix is that it becomes a 'crutch' on which learners become dependent and are unable to progress beyond intermediate level (if they get that far).</p>  | <p>Produce good quality materials with judicious use of Bengali.</p> <p>Provide support and strategy training to help learners cope with less translation.</p>  |
| <p><b>Cost:</b><br/>Coaching Centres and EFL materials are considered to be expensive by many ordinary Bangladeshis.</p>   | <p>Provide free or low-cost materials in platforms / formats which are easily accessed, especially by those learners with lower incomes.</p>  |
| <p><b>Time:</b><br/>Working people and students have limited study time available.</p>   | <p>Produce bite-sized learning products in a range of easily accessible and storable formats.</p>   |
| <p><b>Access to good quality EFL materials:</b><br/>Locally produced materials tend to be much more affordable, but contain more systemic errors, are often heavily dependent on translation and frequently feature antiquated forms of English. There is little evidence that learners buy audio material in addition to books; that which they do access is predominantly in audio cassette form.</p>  | <p>Provide free or low-cost materials in platforms / formats which are easily accessible and storable</p>   |
| <p><b>Access to technology:</b><br/>Very few learners have access to computers, CDs, DVDs or other technology beyond audio cassettes. Coaching Centres rely almost exclusively on white/blackboard &amp; printed material. Only a very few learners go online to study English (although there are a few Bangladeshi users evident on <a href="http://bbclearningenglish.com">bbclearningenglish.com</a>). Many learners have difficulty conceptualising the internet and experience difficulty and discomfort online.</p> | <p>Produce materials in easy-to-access formats with which learners are comfortable &amp; familiar.</p> <p>Provide support when introducing materials in unfamiliar formats</p>  |
| <p><b>Low learner independence:</b><br/>Most learners seem to see themselves as passive recipients of knowledge bestowed on them from an expert source (e.g. teacher, textbook). There is limited evidence that students of English organise their learning effectively. There seems to be a vague awareness that this was an unsatisfactory situation &amp; a desire to find a better way: e.g. when presented with word families and given tips on using all-English dictionaries, learners seemed interested.</p>       | <p>Build learner training into all programmes and platforms.</p> <p>Produce dedicated learner training products.</p>  |
| <p><b>Attitudes towards and beliefs about English language:</b><br/>Some popular and deeply held beliefs about English language and English language learning can be detrimental to progress. Examples include: 'we don't need writing'...'grammar isn't necessary for good speaking'...'reading is easy'...'memorisation is the best way to learn'</p>  | <p>Identify and raise awareness of beliefs, attitudes and practices which may be holding learners back.</p> <p>Design products which will introduce new ways of thinking and learning; support learners as they challenge existing beliefs.</p> |

| <b>Barrier:</b>  | <b>How these issues can be addressed:</b> |
|--|---|
| <b>Class prejudice:</b><br>Many people seemed very reluctant to acknowledge that people lower down the social scale (e.g. drivers, shop workers) need & should have access to English language training. | Marketing and positive role models.       |

### 3.1 Quantitative Baseline Survey

A national quantitative survey of 8,300 Bangladeshis was conducted in January 2009. The survey was designed to capture data from targeted sample groups covering:

- Perceptions of English and learning English
- Barriers towards English and learning English
- Motivations for learning and using English
- Work and English
- Children and English
- Links with the Bangladeshi Diaspora community
- Media environment and consumption (Mobile, TV, Internet and Radio)

### 3.2 Sampling Methodology

The sample was designed to capture robust levels of data amongst a core target audience group with the addition of 2 secondary sample groups to broaden measurement amongst older people and those in the lowest socio economic category. This allows for wider comparisons to be made across the population in future surveys.

A total sample of 8,300 respondents was therefore broken down into 3 separate groups.

#### 3.21 Core Target Group Sample

The core target sample consisted of 6000 \* 15 - 45 year old SEC<sup>1</sup> A to D Active C&S<sup>2</sup> TV Viewers or Mobile Users (including non owner users) (50/50 male female)

#### 3.22 Secondary Target Group Samples

The first secondary sample group consisted of 1000 \* 46 - 65 year old SEC A to D Active CnS TV Viewers or Mobile Users (including non owner users) (50/50 male female).

The second secondary sample group 1000 \* 15 – 45 year old SEC E Active any TV Viewers or Mobile Users (including non owner users) (60/40 male female).

#### 3.23 Sample Selection

The sampling followed a multi stage, stratified, clustered and randomised process of selection summarised in the tables below for the core sample group of 6,000.

The sample was distributed across 4 socio-geographic levels relevant to Bangladesh:

- Divisional headquarter (METRO)
- Other Municipal Centres (OMC)
- Non Municipal Centres including Thana towns (NMC)
- Rural

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<sup>1</sup> SEC = Socio Economic Classification measured using data on head of household occupation and education level.

<sup>2</sup> Active CnS = Cable or Satellite TV Channel watched in the last 4 weeks



Table 4 – Sample Distribution by Region

| Sample Distribution | Divisions |     |     |        |        |         |
|---------------------|-----------|-----|-----|--------|--------|---------|
|                     | Dhaka     | Ctg | Raj | Khulna | Sylhet | Barisal |
| Metro               | 900       | 600 | 300 | 300    | 300    | 300     |
| OMC                 | 180       | 180 | 180 | 180    | 180    | 180     |
| NMC (inc. Thana)    | 120       | 120 | 120 | 120    | 120    | 120     |
| Rural               | 300       | 220 | 300 | 230    | 230    | 220     |

A set number of survey centres were allocated across socio-geographic levels within each division. The chosen number of survey centres was designed to provide a practical representation of the population within each division. See table 4.

The selection of OMC, NMC and rural survey centres utilised a probability proportional to size method (PPS). This method fairly selects the locations that are visited based on the known population in each gathered through census collection methods. Locations with a higher population have a higher chance of selection. Table 5 details the number of starting points selected in each division by socio-geographic level.

Table 5 – Number of Centres by Region

| No. of Centers              | Dhaka | Ctg | Raj | Khulna | Sylhet | Barisal |
|-----------------------------|-------|-----|-----|--------|--------|---------|
| Metro (Only 1 per division) | 1     | 1   | 1   | 1      | 1      | 1       |
| OMC                         | 3     | 3   | 3   | 3      | 3      | 3       |
| NMC (inc. Thana)            | 4     | 4   | 4   | 4      | 4      | 4       |
| Rural                       | 20    | 15  | 20  | 15     | 15     | 15      |

Starting points were then distributed across survey centres in each division by socio-geographic level in order to achieve the required number of interviews. 10 interviews were conducted at each starting point. Table 6 details the sampling point allocation.

Table 6 – Starting Points by Region

| No. of Starting Points (for each survey centre) – 10 interviews at each | Dhaka | Ctg | Raj | Khulna | Sylhet | Barisal |
|---|-------|-----|-----|--------|--------|---------|
| Metro   | 90    | 60  | 30  | 30     | 30     | 30      |
| OMC   | 6     | 6   | 6   | 6      | 6      | 6       |
| NMC (inc. Thana)  | 3     | 3   | 3   | 3      | 3      | 3       |
| Rural*  | 1.5   | 1.5 | 1.5 | 1.5    | 1.5    | 1.5     |

\*5 interviews will be gathered at a .5 starting point as opposed to 10

Individual starting points for Metro and OMC centres were selected using a systematic circular method. This involves dividing the total number of people on the electoral role in a given survey centre by the total number of starting points required for that survey centre. A random number, smaller than the dividing interval is selected, and then applied to each sub divided group.

For NMC and Rural areas where there are no published voter lists the team leader purposively chose starting points using a modified mapping process. The survey centre map was divided into natural clusters of households from which the starting addresses were selected ensuring a robust coverage of the survey centre.

With the starting point addresses selected, individual households were approached using a right or left hand rule, where alternately every address on the right or left hand side of a starting point is approached for interview. This eliminates interviewer bias in household selection.

### 3.24 Booster Samples

To ensure that the core target sample group contained at least 5,000 C&S viewers, 300 booster samples were completed. These interviews were distributed across region and geographic level and are shown in table 7.

Table 7 – Booster Sample by Region

|       | Dhaka | Chittagong | Rajshahi | Khulna | Sylhet | Barisal | Total |
|-------|-------|------------|----------|--------|--------|---------|-------|
| DHQ   | 70    | 50         | 30       | 30     | 30     | 30      | 240   |
| MC    | 10    | 10         | 10       | 0      | 10     | 0       | 40    |
| NMC   | 0     | 0          | 0        | 10     | 0      | 10      | 20    |
| Total | 80    | 60         | 40       | 40     | 40     | 40      | 300   |

### 3.25 Design Effect & Margin of Error

With the baseline survey following a multi stage sampling process it is realistically assumed that a design effect of 2 should be applied to any margin of error calculation. With this in mind, the margin of error for the core target sample of 6,300 respondents, at a level of 95% confidence equals +/- 2.47.

### 3.3 Baseline Survey Findings

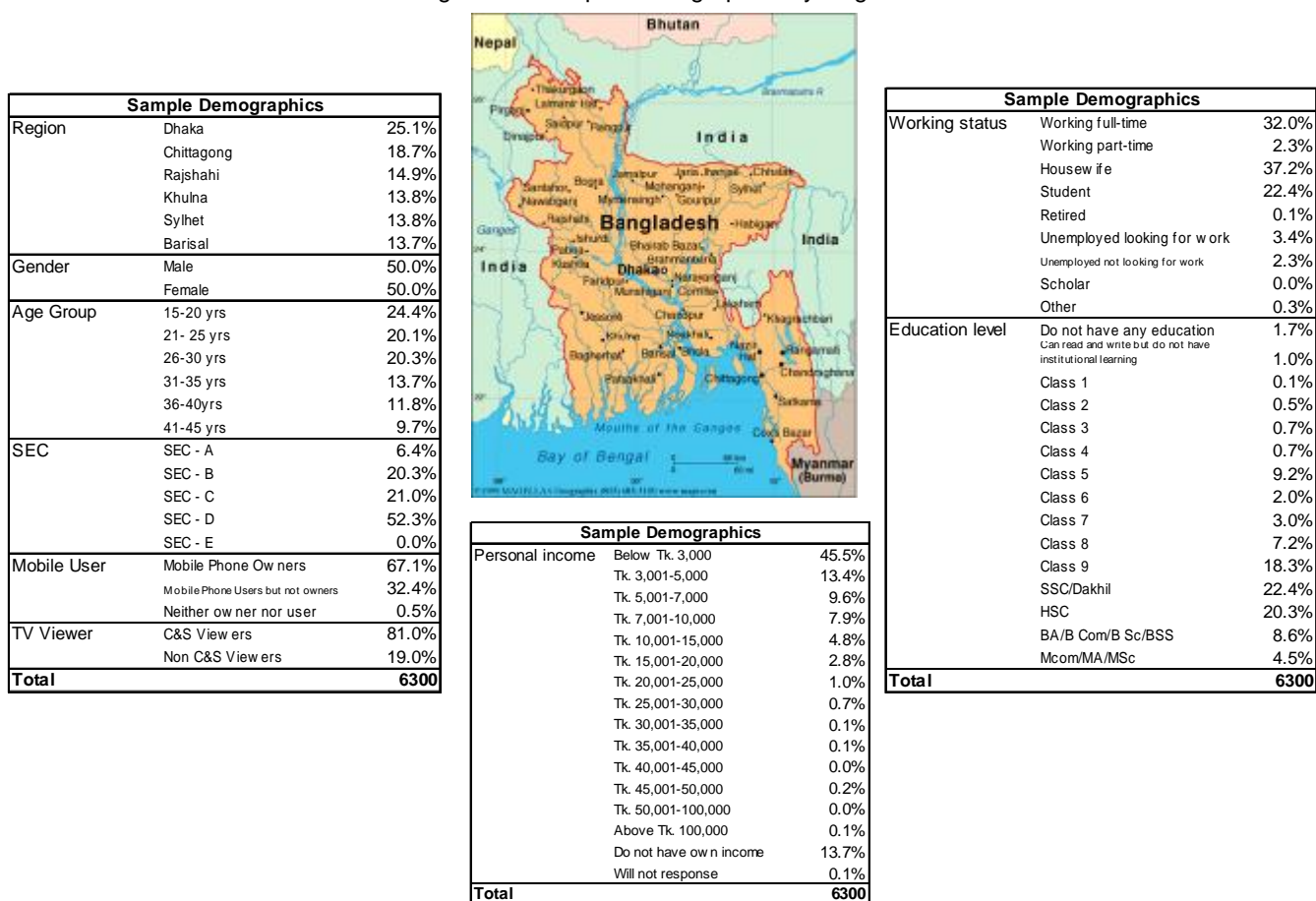
The following chapters report a number of key findings revealed through the baseline survey, further broken down by gender and age groupings. These findings focus on revealing insight specifically relevant to establishing baseline measurements to inform indicator 2 for output 2 in the Logical Framework.

It is acknowledged that the baseline survey holds a wealth of data that has relevance to all project partners and goes much beyond what is reported within this summary.

#### 3.31 Core Target Group Demographics

The tables below detail the demographic data for the main sample group.

Figure 3 – Sample Demographics by Region



### 3.32 Core Target Sample Group Size Estimate

An estimate of the total audience of the core target group was calculated using a combination of baseline survey sampling fulfilment data and recent mobile phone user survey data collected by the BBC WST. The data was then calibrated to the 2008 Nielsen media and demographic survey estimates of media consumption.

This analysis concluded that the total number of people represented through the core target sample group is **33 million** aged 15 – 45, SEC A to D mobile users and/or C&S TV viewers.

The findings that follow are taken primarily from the core target sample group of SEC A to D, C&S Viewers/Mobile Users aged 15 to 45 years old.

### 3.33 General Attitudes Towards English & English Learning

It is clear that, across the core target sample group, general attitudes towards the value of knowing English and the importance of learning English are very positive. Across the range of attitude statements reported here there is little variation in this positivity, in terms of age and gender.

Figure 4 – General Attitudes to English Learning

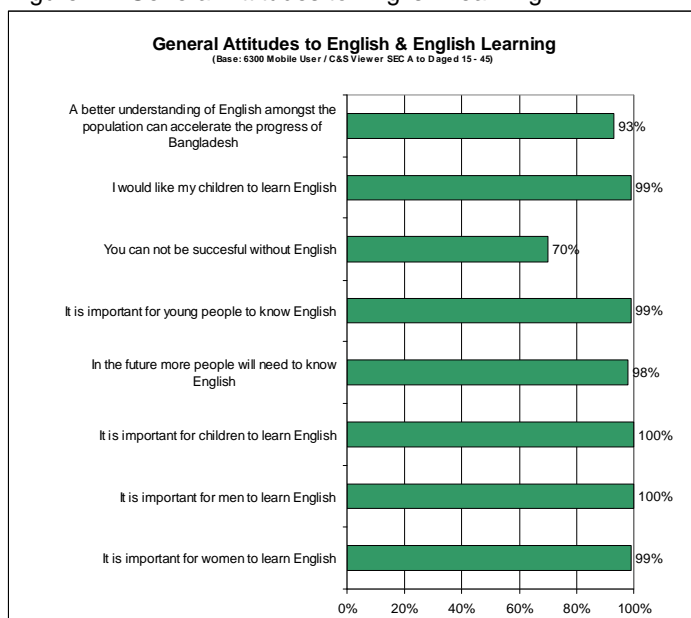


Table 8 – Gender and Age Breakdown of Attitudes to English Language Learning

| General Attitudes to English & English Learning  |       | All (n=6300) | Male 15-25 (n=1424) | Female 15-25 (n=1378) | Male 26-34 (n=746) | Female 26-34 (n=998) | Male 35-45 (n=980) | Female 35-45 (n=774) |
|--|-------|--------------|---------------------|-----------------------|--------------------|----------------------|--------------------|----------------------|
| It is important for women to learn English   | Agree | 99%          | 99%                 | 100%                  | 98%                | 99%                  | 99%                | 98%                  |
| It is important for men to learn English   | Agree | 100%         | 100%                | 99%                   | 100%               | 100%                 | 100%               | 98%                  |
| It is important for children to learn English  | Agree | 100%         | 100%                | 100%                  | 99%                | 100%                 | 100%               | 99%                  |
| In the future more people will need to know English  | Agree | 98%          | 99%                 | 97%                   | 99%                | 96%                  | 98%                | 96%                  |
| It is important for young people to know English   | Agree | 99%          | 99%                 | 99%                   | 99%                | 98%                  | 99%                | 99%                  |
| You can not be succesful without English   | Agree | 70%          | 71%                 | 76%                   | 65%                | 69%                  | 64%                | 68%                  |
| I would like my children to learn English  | Agree | 99%          | 98%                 | 99%                   | 98%                | 100%                 | 100%               | 99%                  |
| A better understanding of English amongst the population can accelerate the progress of Bangladesh | Agree | 93%          | 96%                 | 91%                   | 96%                | 91%                  | 97%                | 88%                  |

#### Key Insight

Younger people are more likely to feel that you cannot be successful without learning English; older Bangladeshis are less inclined to think this way.

Men are more likely to say that English is important for accelerating the progress of Bangladesh when compared with women. This could be aligned with the current proximity of men to the work force and decision making in Bangladesh.

### 3.34 Barriers to Learning English

Figure 5 – Barriers to Learning English

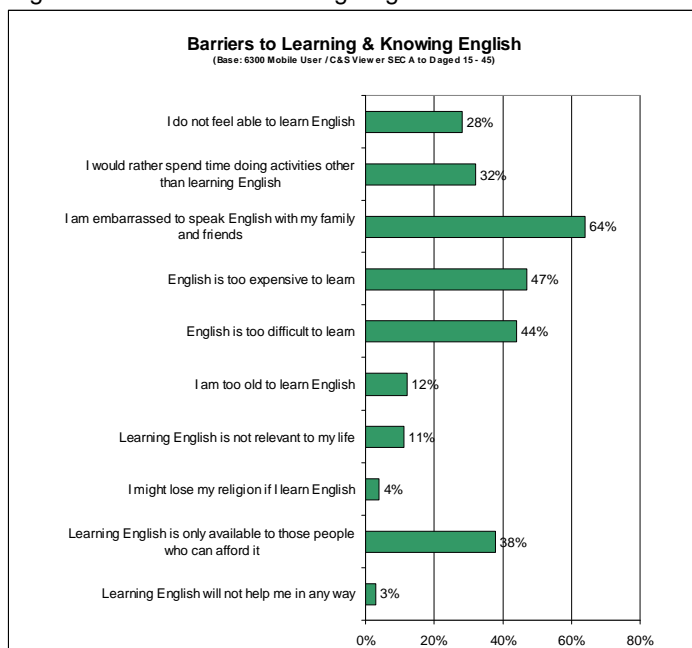


Table 9 – Gender and Age Breakdown of Barriers to Learning English

| Barriers to Learning & Knowing English                                 |       | All (n=6300) | Male 15-25 (n=1424) | Female 15-25 (n=1378) | Male 26-34 (n=746) | Female 26-34 (n=998) | Male 35-45 (n=980) | Female 35-45 (n=774) |
|--|-------|--------------|---------------------|-----------------------|--------------------|----------------------|--------------------|----------------------|
| Learning English will not help me in any way                           | Agree | 3%           | 0%                  | 3%                    | 2%                 | 3%                   | 3%                 | 5%                   |
| Learning English is only available to those people who can afford it   | Agree | 38%          | 34%                 | 42%                   | 39%                | 41%                  | 34%                | 42%                  |
| I might lose my religion if I learn English                            | Agree | 4%           | 3%                  | 5%                    | 3%                 | 4%                   | 4%                 | 4%                   |
| Learning English is not relevant to my life                            | Agree | 11%          | 2%                  | 7%                    | 8%                 | 12%                  | 14%                | 27%                  |
| I am too old to learn English  | Agree | 12%          | 4%                  | 5%                    | 8%                 | 11%                  | 21%                | 33%                  |
| English is too difficult to learn                                      | Agree | 44%          | 33%                 | 51%                   | 36%                | 51%                  | 37%                | 58%                  |
| English is too expensive to learn                                      | Agree | 47%          | 37%                 | 54%                   | 42%                | 55%                  | 38%                | 61%                  |
| I am embarrassed to speak English with my family and friends           | Agree | 64%          | 62%                 | 64%                   | 66%                | 62%                  | 64%                | 66%                  |
| I would rather spend time doing activities other than learning English | Agree | 32%          | 34%                 | 23%                   | 37%                | 28%                  | 43%                | 33%                  |
| I do not feel able to learn English                                    | Agree | 28%          | 26%                 | 24%                   | 28%                | 26%                  | 30%                | 37%                  |

#### Key Insight

Embarrassment, cost and difficulty are all cited as leading barriers to knowing and learning English.

Women, and in particular older women, are more likely to report that English is too difficult and too expensive to learn.

Losing my religion is not a significant barrier to knowing and learning English with just 4% highlighting it as a concern.

### 3.35 Benefits of Learning or Knowing English

Figure 6 – Benefits of Learning English

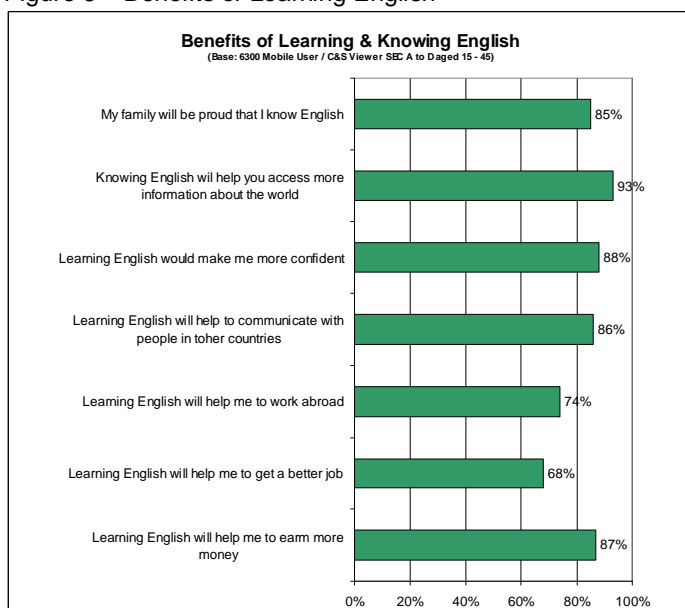


Table 10 – Gender and Age Breakdown of Benefits to Learning English

| Benefits to Learning & Knowing English                                   |       | All (n=6300) | Male 15-25 (n=1424) | Female 15-25 (n=1378) | Male 26-34 (n=746) | Female 26-34 (n=998) | Male 35-45 (n=980) | Female 35-45 (n=774) |
|--|-------|--------------|---------------------|-----------------------|--------------------|----------------------|--------------------|----------------------|
| Learning English will help me to earn more money                         | Agree | 87%          | 93%                 | 85%                   | 91%                | 81%                  | 89%                | 78%                  |
| Learning English will help me to get a better job                        | Agree | 68%          | 83%                 | 65%                   | 73%                | 59%                  | 67%                | 50%                  |
| Learning English will help me to work abroad                             | Agree | 74%          | 92%                 | 65%                   | 87%                | 58%                  | 80%                | 48%                  |
| Learning English will help to communicate with people in toher countries | Agree | 86%          | 93%                 | 86%                   | 91%                | 79%                  | 90%                | 75%                  |
| Learning English would make me more confident                            | Agree | 88%          | 94%                 | 89%                   | 91%                | 83%                  | 90%                | 78%                  |
| Knowing English will help you access more information about the world    | Agree | 93%          | 97%                 | 94%                   | 96%                | 90%                  | 95%                | 84%                  |
| My family will be proud that I know English                              | Agree | 85%          | 92%                 | 84%                   | 86%                | 80%                  | 85%                | 77%                  |

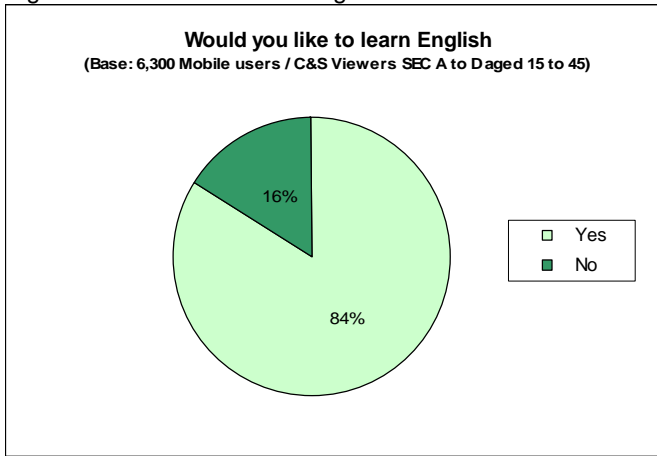
#### Key Insight

Younger men felt that learning English would help enable them to gain work abroad: 92% of 15-25 year old males cited this factor.

Overall, more men than women felt that learning English would help them to get a better job and would make them more confident; younger men in particular felt that it would help with getting a better job.

### 3.36 Willingness to Learn & Reasons to Learn English

Figure 7 – Desire to Learn English



Of the 84% of people who want to learn English only 28%, or 7.76 million people, are currently learning. This means that approximately 20 million people in the core target group want to learn but are not currently doing so.

Table 11 – English Language Learning

|                            | <b>SEC E<br/>15-45 years old</b> | <b>SEC A-D<br/>45-60 years old</b> |
|----------------------------|----------------------------------|------------------------------------|
| Have ever learnt English   | 70%                              | 84%                                |
| Want to learn English      | 59%                              | 40%                                |
| Currently learning English | 7%                               | 1%                                 |
| <b>Total</b>               | 1,000                            | 1,000                              |

Looking to the other sub sample groups it is evident that that a majority of SEC E 15-45 year olds have a desire to learn English (59%) though only 7% are currently doing so. In the SEC A-D 45-60 years old category fewer people appear to wish to learn English (40%) though a large number (84%) have attempted to learn it in the past.



The leading reasons that people gave for wanting to learn English are as follows:

Figure 8 – Reasons for Learning English

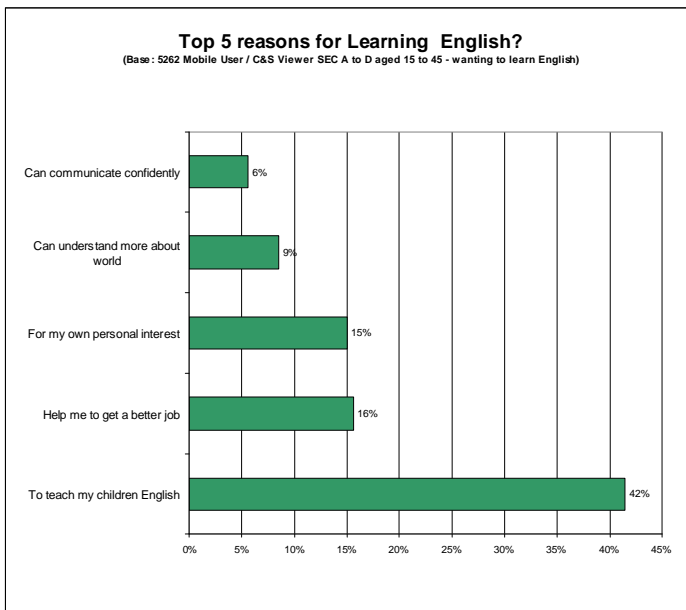


Table 12 – Gender and Age Breakdown of Reasons for Learning English

| Reasons for Learning English    | All (n=5262) | Male 15-25 (n=1347) | Female 15-25 (n=1238) | Male 26-34 (n=652) | Female 26-34 (n=803) | Male 35-45 (n=741) | Female 35-45 (n=481) |
|---------------------------------|--------------|---------------------|-----------------------|--------------------|----------------------|--------------------|----------------------|
| To teach my children English    | 42%          | 12%                 | 48%                   | 31%                | 74%                  | 45%                | 64%                  |
| Help me to get a better job     | 16%          | 27%                 | 15%                   | 20%                | 6%                   | 10%                | 4%                   |
| For my own personal interest    | 15%          | 15%                 | 16%                   | 18%                | 10%                  | 15%                | 18%                  |
| Can understand more about world | 9%           | 14%                 | 8%                    | 7%                 | 3%                   | 11%                | 4%                   |
| Can communicate confidently     | 6%           | 9%                  | 5%                    | 7%                 | 4%                   | 4%                 | 5%                   |

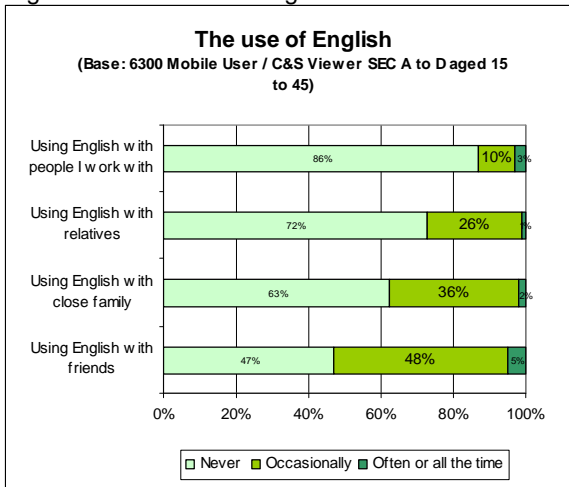
**Key Insight**

When asked for an unprompted response, of those who wanted to learn English, to teach children was the leading motivator (42%).

In particular, women aged 26 to 45 are much more likely to want to learn English in order to be able to teach their children with young men wanting to learn to get a better job.

### 3.37 Current Use of English

Figure 9 – The Use of English

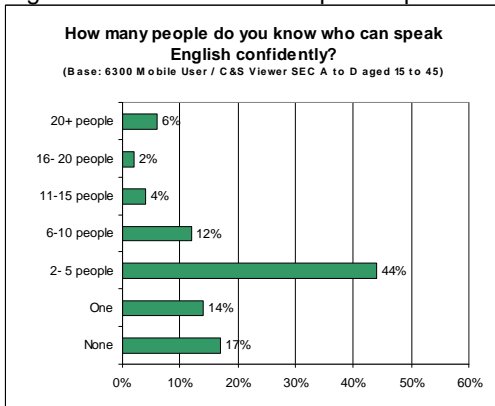


#### Key Insight

When English is spoken it is more likely to be with friends than with close family and relatives.

13% of respondents reported using English with people they worked with. Although the employer research discussed later in this report reveals a shortage of English skills amongst employees, Bangla, as the mother tongue is more commonly spoken between colleagues.

Figure 10 – Numbers of People Respondents Knew Who Spoke English



#### Key Insight

82% of those questioned knew one or more person who spoke English confidently with most (44%) knowing between two and five individuals. This suggests that a network of potential English speakers exists to assist with the learning process.

### 3.38 English at Work

Figure 11 – Using English While at Work

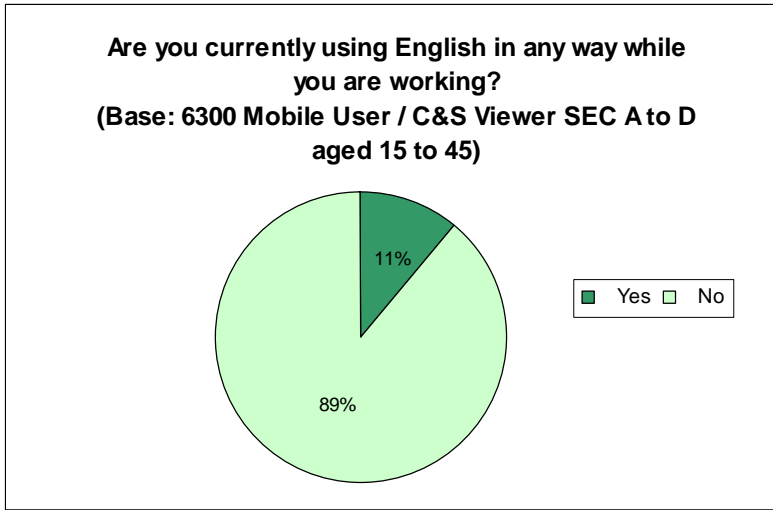


Table 13 – Age and Gender Breakdown of the Use of English at Work

| Use English at Work | All (n=6,300) | Male 15-25 (n=1424) | Female 15-25 (n=1378) | Male 26-34 (n=746) | Female 26-34 (n=998) | Male 35-45 (n=980) | Female 35-45 (n=774) |
|---------------------|---------------|---------------------|-----------------------|--------------------|----------------------|--------------------|----------------------|
| Yes                 | 11%           | 3%                  | 1%                    | 26%                | 7%                   | 31%                | 6%                   |

#### Key Insight

Likely due to their dominance in the labour market, men aged 26 or older are more likely to use English while at work.

Figure 12 – Use of English in the Workplace

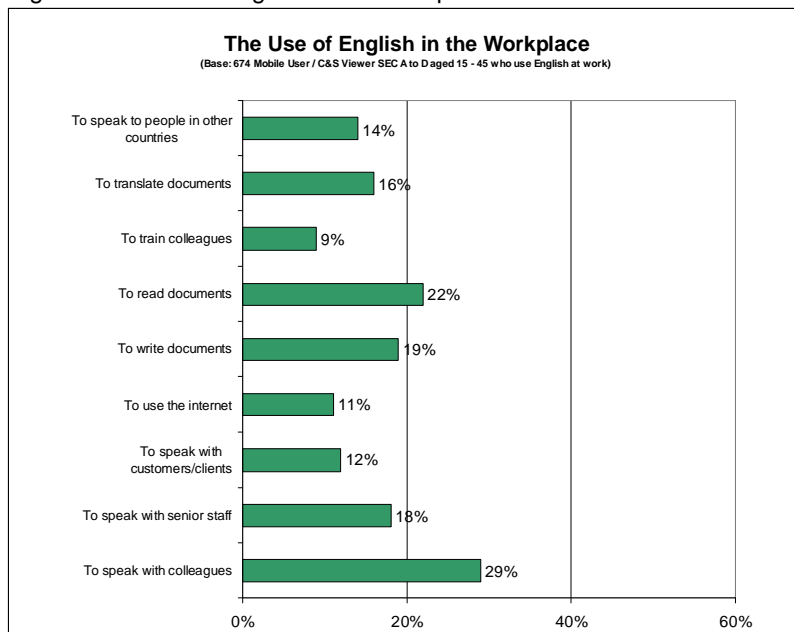


Table 14 – Gender and Age Breakdown of the Use of English in the Workplace

| English Language Use in the Workplace |       | All (n=674) | Male 15-25 (n=36) | Female 15-25 (n=17) | Male 26-34 (n=191) | Female 26-34 (n=73) | Male 35-45 (n=308) | Female 35-45 (n=49) |
|---------------------------------------|-------|-------------|-------------------|---------------------|--------------------|---------------------|--------------------|---------------------|
| To speak with colleagues              | Agree | 29%         | 8%                | 29%                 | 28%                | 45%                 | 28%                | 39%                 |
| To speak with senior staff            | Agree | 18%         | 11%               | 12%                 | 20%                | 17%                 | 20%                | 16%                 |
| To speak with customers/clients       | Agree | 12%         | 19%               | 0%                  | 11%                | 7%                  | 14%                | 4%                  |
| To use the internet                   | Agree | 11%         | 16%               | 0%                  | 20%                | 6%                  | 10%                | 4%                  |
| To write documents                    | Agree | 19%         | 17%               | 12%                 | 24%                | 20%                 | 19%                | 10%                 |
| To read documents                     | Agree | 22%         | 20%               | 6%                  | 27%                | 24%                 | 22%                | 12%                 |
| To train colleagues                   | Agree | 9%          | 6%                | 6%                  | 9%                 | 11%                 | 9%                 | 8%                  |
| To translate documents                | Agree | 16%         | 14%               | 6%                  | 21%                | 11%                 | 17%                | 0%                  |
| To speak to people in other countries | Agree | 14%         | 9%                | 12%                 | 16%                | 7%                  | 15%                | 14%                 |

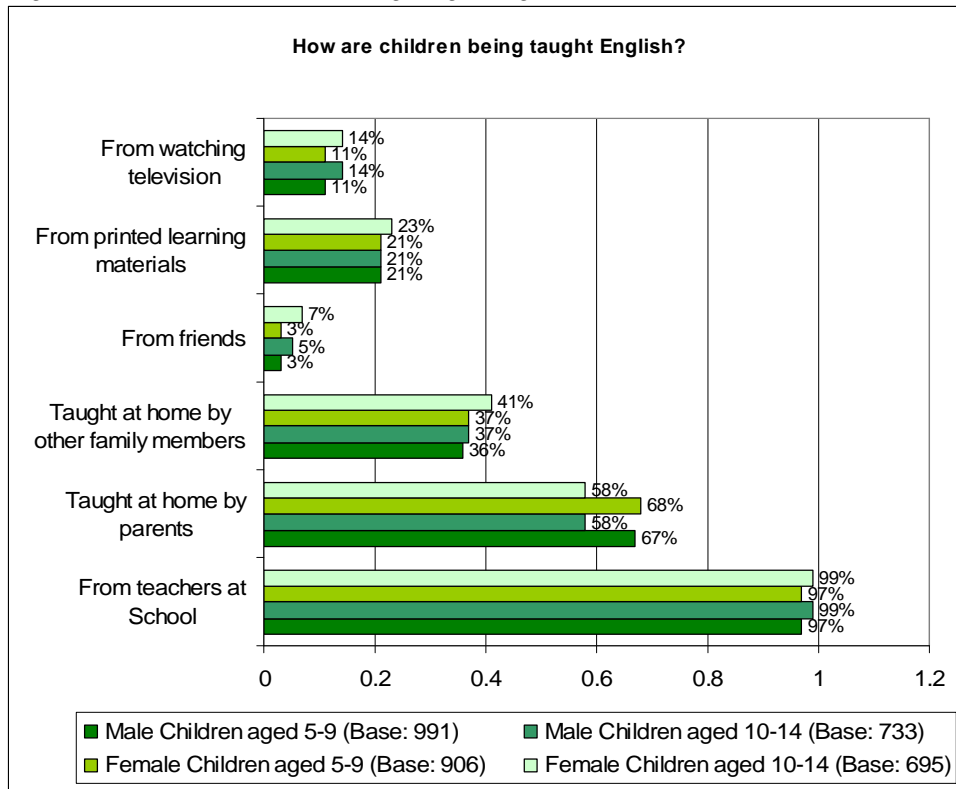
**Key Insight**

Overall, speaking with colleagues and senior staff and reading documents are the leading work activities that involve using English.

Women report being more likely to speak with their colleagues in English compared with men who are more likely to be reading, writing and translating documents in English.

### 3.39 English and Children

Figure 13 – How Children are being taught English



#### Key Insight

The primary means through which children are taught English is by teachers at school.

Parents of younger children are slightly more likely to report teaching them English at home compared to parents of older children. This pattern is consistent between across boys and girls.

Television is used as a way of teaching English – just over 10% use this method.

### **3.4 Midline Survey Reach and Impact Measurement (SR1 SR2)**

This chapter discusses how subsequent quantitative midline surveys will contribute to the measurement of project reach and the assessment of barrier reduction and perception change with regards to communicative English learning and use.

#### **3.41 Defining Media Product Reach**

The reach of BBC produced English in Action media products will be defined as the total number of individual viewers of associated TV programmes, individual users of BBC Janala mobile learning products and individual visitors to either the main BBC Janala website or individual output micro sites. This reach measurement will inform the first indicator under output 2 in the revised Logical Framework; the number of Bangladeshis accessing BBC produced EIA media products.

Source data for the assessment of media product reach will be drawn from:

- Midline quantitative surveys (SR1) – all media products
- Monthly audience tracking surveys (SR2) – all media products
- SSD Tech - mobile products
- Google analytics – web based products

Midline quantitative audience surveys and monthly audience tracking surveys will include a range of measurement items designed to accurately measure media product reach. These items will stimulate the accurate recall of respondent's consumption of any BBC produced EIA media products across TV, mobile and web based platforms. Prompting stimuli will consist of a range of verbal, visual and audio cues taken from available products.

It is recognised that there will likely be a high degree of crossover between exposure to TV, mobile and web based products. Analysis of the midline survey data and audience tracking survey data will reveal cross platform viewing and usage patterns across all BBC produced EIA media products which will be used to inform the overall measurement of media product reach.

#### **3.42 Defining Media Product Exposure Group Levels**

Having measured the reach of BBC Janala produced English in Action products further attention will be given to defining key audiences that have experienced varying levels of intensity of exposure to these products. For example, an infrequent viewer of BBC Buzz who has not regularly accessed mobile learning products needs separate analytical consideration when compared with a regular viewer of the TV drama, Learning Support Programme and regular user of the mobile learning products. By analysing the interaction and intensity of exposure across individual media platforms it is anticipated that 3 separate exposure groups will emerge.

- Low exposure – infrequent viewing and use
- Medium exposure – regular viewing and use
- High exposure – avid viewing and frequent use

#### **3.43 Assessing Barrier Reduction and Perception Change**

The baseline measurement of attitudes and perceptions towards English and use establishes a robust benchmark against which to evaluate the impact that BBC produced EIA media

products have had amongst Bangladeshis. This is particularly relevant to the measurement of the second indicator under output 2 in the Logical Framework; perception of reduced barriers and increased positivity towards learning communicative English.

Quantitative midline surveys conducted through the course of the project will carry the same key indicator questions measured at baseline. By isolating those respondents exposed, in varying degrees of intensity, to BBC produced English in Action media products, and statistically controlling for confounding factors that may determine this exposure, robust comparisons will be made between baseline and subsequent midline indicator attitude and perception measures in order to assess the impact that these products have had.

## 4.1 Qualitative BBC Janala Cohort Tracking Panel

Commencing with a pilot study in August 2009, a cohort of Bangladeshis were recruited and followed on their journey of engagement with BBC produced EIA media products.

### 4.2 Methodology

The cohort tracking panel will utilise a predominantly qualitative methodology.

At the end of the 2009 baseline survey respondents were asked whether they were happy to take part in further research for the BBC WST, with almost all respondents agreeing. As a result information collected from the EIA baseline has been used to support the recruitment of respondents for the cohort.

Where necessary, respondents will also be recruited from outside of the baseline sample group.

#### 4.21 Sample Design

A primary audience for BBC produced EIA media products has been defined as 18 to 45 year olds, Social Class B, C and D who are mobile phone users and/or C&S TV viewers and want to learn English<sup>3</sup>.

Whilst this primary audience is 18 to 45 year olds, the younger age group (aged 15 to 30) will be the key recipients of many of the products (Buzz, mobile phone and internet products), so a greater representation of this group in the panel will reflect this.

---

<sup>3</sup> People from Social Class A tend to have a high level of English or have access to Learning English materials



The baseline survey sample database will be used to recruit people across each division. The baseline data adopted a rigorous nationally representative sampling plan and the panel will use a similar sample representation (see Section 3.3) Table 15 outlines the number of panellists to be recruited in each area by type of location (Metro, OMC, NMC / Rural).

Table 15 – Number of Panellists recruited in each region by type of location

|              | Dhaka     | Ctg       | Raj       | Khulna    | Sylhet    | Barisal   |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Metro        | 18        | 12        | 6         | 6         | 6         | 6         |
| OMC          | 4         | 4         | 4         | 4         | 4         | 4         |
| NMC/Rural    | 8         | 8         | 8         | 7         | 7         | 6         |
| <b>TOTAL</b> | <b>30</b> | <b>22</b> | <b>18</b> | <b>17</b> | <b>17</b> | <b>16</b> |

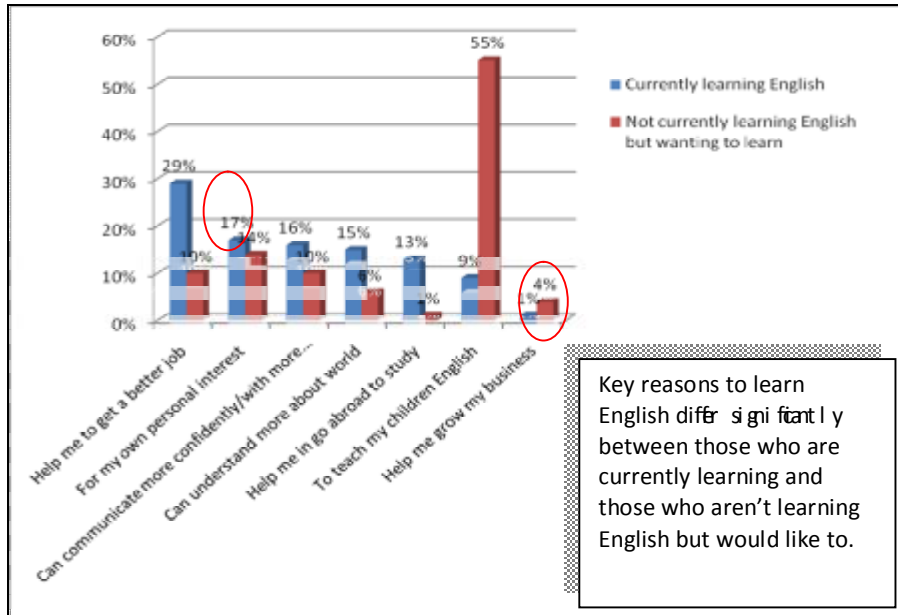
To make this method logistically viable smaller towns and rural areas close to each divisional centre will be sampled. A typical panel sample by division will breakdown by age, gender, location, and level educated to as shown in table 16.

Table 16 – Typical Sample Panel by Division – Age and Gender Breakdown

|                  |           | 18-24    |          | 25-30    |          | 31-45    |          |
|------------------|-----------|----------|----------|----------|----------|----------|----------|
|                  | Total     | Male     | Female   | Male     | Female   | Male     | Female   |
| <b>Area</b>      | <b>16</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>2</b> | <b>2</b> | <b>3</b> |
| Metro            | 6         | 1        | 1        | 1        | 1        | 1        | 1        |
| Urban            | 4         | 1        | 1        | 1        |          |          | 1        |
| Rural            | 6         | 1        | 1        | 1        | 1        | 1        | 1        |
| <b>SEC</b>       |           |          |          |          |          |          |          |
| SEC B            | 4         | 1        |          | 1        | 1        | 1        | 1        |
| SEC C            | 4         |          | 1        | 1        |          |          | 1        |
| SEC D            | 8         | 2        | 2        | 1        | 1        | 1        | 1        |
| <b>Education</b> |           |          |          |          |          |          |          |
| Less than SSC    | 6         | 1        | 1        | 1        | 1        | 1        | 1        |
| SSC and HSC      | 6         | 1        | 1        | 1        | 1        | 1        | 1        |
| Post HSC         | 4         | 1        | 1        | 1        |          |          | 1        |

As illustrated below, the baseline survey revealed that people currently learning English are more likely to want to learn English for a specific aim, such as getting a better job and going abroad to study than those who are wanting to learn but not currently learning. This suggests that people with a key aim are likely to seek out ways to learn English.

Figure 14 – Main Motivations to Learn English



Base: All who currently want to learn English (EiA Baseline, January 2009)

As a result, when recruiting respondents a mix of panellists will be sought including:

- people who are currently learning (to investigate how BBC produced EIA media products supports their current learning)
- people who are motivated to learn English for different reasons
  - get a better job/developing career
  - To communicate more confidently/communicate with foreigners
  - go abroad to study
  - understanding the world/own personal interest
  - teaching children English
- people who are not currently learning English but would like to

#### 4.21 Pre-Exposure Methodological Challenge

One of the challenges that presents itself when designing a cohort study of this type is how to realistically make a baseline assessment in the absence of knowing for certain which of the mass media products an individual will choose to engage with.

In light of this challenge, by using baseline data and subsequent baseline interviews with panel members, respondents will be recruited by expected exposure to specific EiA outputs as follows:

- EXPECTED DRAMA WATCHER - Watching dramas on C&S TV at least once a week
- EXPECTED BUZZ WATCHER - Watching factual programmes/youth shows on C&S TV at least once a week (18-30 year olds only) AND watch TV on Friday at 9-10pm
- EXPECTED MOBILE USER – Currently using value added mobile services (VAS) AND Keen to learn English on Mobile phone at price point of 3 Taka

- EXPECTED INTERNET USER - Using internet at least once a week (not on mobile phone only) AND keen to learn English
- EXPECTED LEARNING SUPPORT PROGRAMME USER - Watch C&S TV regularly, very interested in learning English

On the basis of media platform access and expected use of EiA products outlined above, panellists will be grouped into 4 initial exposure groups:

- NO EXPECTED EXPOSURE – Currently no access to C&S and internet and low usage of mobile (only currently using a mobile phone to make phone calls)
- LOW EXPECTED EXPOSURE - Expected viewer of TV output - Buzz or Drama but expected low user of Learning products (Mobile user but Non value added service (VAS) user, non internet user and not currently using media to learn English)
- MEDIUM EXPECTED EXPOSURE - Expected user of 2 outputs - 1 TV programme (drama, YMP) AND 1 learning product (Internet; VAS mobile; Learning Support Programme)
- HIGH EXPECTED EXPOSURE – Expected to use 3 or 4 different outputs and to use learning products regularly
  - Very keen interest in learning in English
  - High mobile/internet usage
  - Regular viewer of C&S TV

Wherever possible, the medium and high exposure groups will include a mix of exposure to different media output to ensure a robust sample of panellists. Where necessary, respondents will be recruited outside of the baseline sample group. It is anticipated that soon after the project launch, extra panellists will be recruited to boost mobile phone product and [www.janala.com](http://www.janala.com) users.

A thematic model of the structural design of the cohort panel is given below.

Figure 15 – Thematic Model of Cohort

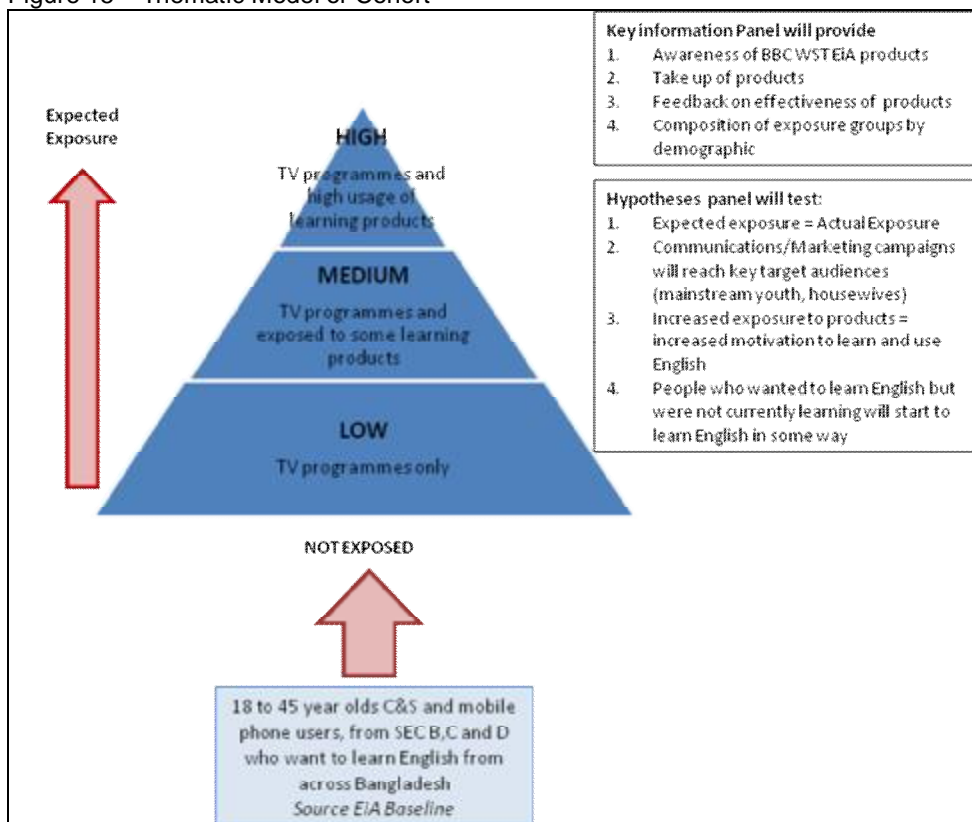


Table 17 shows, for each of the 6 Bangladeshi geographic divisions, the spread of interviews by exposure group that will be sought.

Table 17 – Hypothesis of Exposure to Programme Output

|                  | TOTAL | Drama | Youth Magazine Programme | Learning Support Programme | Mobile phone Products | Internet |
|------------------|-------|-------|--------------------------|----------------------------|-----------------------|----------|
| None             | 3     | 0     | 0                        | 0                          | 0                     | 0        |
| Low              | 3     | 1     | 2                        | 0                          | 0                     | 0        |
| Medium           | 5     | 3     | 2                        | 3                          | 3                     | 2        |
| High             | 5     | 5     | 5                        | 5                          | 5                     | 3        |
| Total interviews | 16    | 9     | 9                        | 8                          | 8                     | 5        |

#### 4.22 Panel Recruitment

For each chosen location, lists of respondents who fit the specific criteria detailed above will be generated from the EIA baseline survey re-contact list. These lists will be used to recruit people to the panel. Initially at recruitment stage respondents will be given an overview of their requirements as panellists and asked whether they are happy to take part in an interview every two to three months over a two year period.

#### 4.23 Panel Incentives

To incentivise respondents and to ensure that panel attrition is minimised, respondents will be given National Prize Bonds worth 500 Taka for each interview they take part in.

#### 4.24 Panel Maintenance

Using the baseline sample to recruit panellists enables us to replace panellists where necessary and still have a baseline of key media and English usage data for each new panellist. A panel of 120 people has been recruited from the EiA baseline sample group to ensure a representative spread of demographics, against which project impact will be assessed. The panel will be maintained throughout the duration of this phase of the project.

As mentioned previously the panel will also be boosted by respondents who are actually exposed to BBC WST EiA products, particularly mobile phone products and internet users.

### **4.3 Additional Baseline Information**

In addition to the data collected from the EiA Baseline survey, the following information is currently being collected from panel members prior to project launch:

- Up to date media usage information for TV, Newspaper, Radio and Internet
- Ways currently use mobile phone apart from making phone calls
- Qualitative questions to understand life priorities and where learning English fits in:
  - Current working status
  - Lifestyle and aspirations
  - Things they would most like to learn about
  - Importance of English in life
  - Current usage of English (including on media)
  - Perceived difficulties of learning English
- English Testing (writing, speaking and listening)
  - Further bespoke communicative English testing to be administered are currently being explored (see Section 4.41)

### **4.4 Cohort Language Testing**

Between August and October 2009, baseline interviews have been conducted across the six main divisions in Bangladesh.

A questionnaire covering the main question areas outlined in Section 4.3 has been administered. To test panellist's English skills prior to launch the following tests were conducted:

## Speaking

Two tests were given:

1. Conversation in English between the interviewer and respondent covering a series of questions and topics such as:
  - How are you?
  - Do you have any brothers and sisters?
  - (If have brothers/sisters) How many do you have?
  - Is there a market near you?
  - How do you get there from here?
  - What is your favourite food?
  - Why do you like it more than \_\_\_\_\_ (pick other food to compare)?

*And if they were managing to hold a conversation the following more advanced questions were asked, e.g.:*

- What are you doing tomorrow?
  - Can you tell me about something that has happened recently (in your community/family)?
2. Description of a picture – respondents were shown the following picture and ask to describe it, and asked a series of questions relating to it.



## **Writing**

Respondents were given a sheet with questions and ask to answer them in full English sentences. The questions included:

1. Where do you live?
2. What did you eat for breakfast?
3. Can you describe the room you are sitting in
4. What is your favourite television programme?
5. Why do you like it?
6. Can you describe what happened the last time you watched it? (advanced English users only)
7. What issues are your community facing currently? (advanced English users only)

## **4.5 Methodological Learning**

The key methodological findings from the baseline are:

### **Recruitment**

Using the English in Action database, panellists were recruited in house by BBC World Service Trust researchers. This was an effective way of isolating the correct respondents and yielded a high success rate.

### **Finding Panellists:**

In rural areas it was often difficult to tell where the actual location was from a written address and to calculate distances between respondents.

### **Questionnaire**

The main areas of questioning worked well and gave a good overview of respondents to use as a comparative base after the project launch. See Section 4.4.2 for case studies of panellists who took part in the baseline.

### **Testing English**

The speaking and writing tasks went well; people were comfortable talking to our interviewer in English and completing the written task. The tests gave a good indication of respondents' English skill, in terms of their use and comprehension of vocabulary and tenses.

## 4.6 Example Cohort Profiles

### Profile 1

Panellist Category: High expected media exposure (Male)  
Profession: Student  
Education: College  
Age: 26  
SEC D  
Centre: Rajshahi

#### Interview Findings

He is studying at Rajshahi College and plans to go to England to continue his studies and ultimately get a job. To do this, he realises he needs to improve his English. He practices his English by watching TV. He watches the English learning programmes on both Desh TV and BTv.

**Media Exposure, high:** He is an expected watcher of Buzz and user of mobile phone products.

- **TV-** watches TV 3 to 5 hours a week. His favourite programmes are English learning programmes and other programme he can learn things from e.g. Mad Angle which shows viewers how to make things.
- **Radio** - listens to Rajshahi Betar on 105 FM
- **Newspaper-** he reads newspaper for 1 to 2 hours a day. He reads Prothom Alo.
- **Mobile Phone-** as well as using his phone for 2 to 3 hours a day to make calls, he uses his mobile phone to download ringtones, send texts and to gain information.
- **Internet** – He use the internet on his mobile phone and on a PC. He visits social networking sites (Facebook and Orkut) frequently and also uses the internet to get information.

#### **Learning English**

He thinks it is very important to learn English as believes that those with English are able to achieve the best jobs. He currently uses English when he reads Newspapers, uses the Internet and every now and then when he discusses his studies with his friends. He feels quite confident in his ability to use English, particularly when texting on his mobile and surfing the internet. He says he can generally understand what people say but finds it difficult speaking. He would like to use spoken English more in his everyday life so he can improve but at the moment he only knows one other person who can speak English.

#### **English Assessment**

##### **Self rated scores**

- Reading- 7/10
- Writing- 5/10
- Listening- 8/10
- Speaking- 5/10

#### **English Tests**

- Writing – His written English was good, he could answer all the questions in the test but made mistakes for example:  
*Q What issues is your community facing now?*  
*A My community are facing right now lots of issues such as political, huge market price of commodity, education problems*
- Speaking – He could carry out a general conversation but made mistakes and had difficulties understanding some of the questions e.g. *What is your favourite food?*  
  
When asked to describe the picture, he spoke very briefly but accurately about what he saw.



## Profile 2

Panelist Category: Medium expected media exposure (Female)

Profession: Teacher

Education: Up to HSC (A Level)

Age: 36

SEC C

Centre: Chittagong

### Interview Findings

She is an English teacher at a Madrassa and a mother of five children. Her dream is to open a Madrassa for women, as she feels women are currently deprived of religious education.

**Media Exposure, medium:** She is very keen to learn English and likes watching English learning programmes on TV. She uses her mobile phone a lot but does not have a cable and satellite connection.

- **TV-** watches TV about half an hour a day. She watches BTV English learning programme, debating programmes and Islamic programmes. Her children watch Sisimpur (Sesame Street).
- **Radio** - listens to the radio on her mobile phone
- **Newspaper-** reads *Prothom Alo*. She particularly likes the page “Mohila Ongon” (Woman’s World) which features beauty tips and recipes.
- **Mobile Phone-** uses it very frequently for both business and personal reasons. She sends texts in both Bangla using English alphabet and in English. She accesses friends and family through texts, phones information numbers and listens to the radio through her mobile.
- **Internet** – She has never used English by herself only through going to an internet cafe and asking the owner to send emails for her.

### **Learning English**

She has a great interest in learning English. Her three brothers live abroad; one of them living in Pakistan encourages her to learn English. She believes that in Muslim religion to earn “Elim” (knowledge) which is essential for Foroz (the duty) you need to know English. She particularly emphasised the need for English to operate technology (computer and mobile phone). She teaches English at the moment but feels she is not really skilled enough to do this properly. At the moment she practices English by herself, trying to translate Bangla sentences into English. Ideally she would like to enrol onto an English course but she cannot afford the fees (2,500 to 3,000 Taka per course).

### **English Assessment**

#### **Self rated scores**

- Reading- 8/10
- Writing- 8/10
- Listening- 8/10
- Speaking- 6/10

### **English Tests**

- Writing – Her written English was quite basic and not very accurate. For example:

○ Q *Can you describe your room?*

A *There are a TV, two bed, and some table, chair.*

- Speaking – In the conversation she could understand the basic questions such as “How are you?”, “How many brothers and sisters do you have?” But she could not understand directions and questions relating to her food and entertainment preferences. When given the picture to describe, she named the number of men and the colour of their clothing but did not talk about the transport in the road, describe the buildings or explain what was happening in the scene.

### Profile 3

Panelist Category: Medium expected media exposure (Female)  
Profession: Student  
Education: Less than SSC (GCSE Level)  
Age: 18  
SEC D  
Centre: Dhaka

#### Interview Findings

She is a housewife who left school at 15 before taking her SSC (GCSE Level) to get married. Her husband runs a mobile phone shop, and she helps him out by phoning customer care numbers to top customers' credit up. She wants to learn how to sew and to make clothes.

**Media Exposure, medium:** She listens to the Radio every morning when she gets up and watches TV about 5 to 6 hours a day.

- **TV** – she watches drama serials, both Bangla and Hindi.
- **Radio** - listens to music on Radio Foorti and programmes on Radio Betar.
- **Mobile Phone**- she has SIM cards for every mobile phone operator and texts frequently using Bangla letters.

#### **Learning English**

Most of her friends are still studying and she wants to learn English so she can keep up with them. She is frustrated that she has left school and not acquiring new skills like them. At the moment, she is not very confident speaking English and is frightened of making mistakes. To learn, she occasionally watches the learning English programme on BTV and also listens to it on Radio Betar. She knows about 15 people who speak English well.

#### **English Assessment**

##### **Self rated scores**

- Reading- 1/10
- Writing- 2/10
- Listening- 2/10
- Speaking- 1/10

#### **English Tests**

- Writing – could not write any sentences in English, only Bangla using alpha letters.
- Speaking – She could exchange greetings and give personal information, such as number of siblings and name the music she liked. She was very shy though and found it very difficult to describe the picture.

#### **4.7 Impact Assessment (SR3)**

Over time, panel members will be assessed to determine their:

- Attitudes towards English learning
- Barriers towards English learning
- Use of English in everyday life
- Usage and access to media
- Awareness of advertising for EiA products
- Usage of EiA products
- Views of EiA products
- Communicative English language ability

Tracking these indicators will provide individual stories of engagement against which an assessment will be made of the impact that exposure to BBC produced EiA media products have had. Findings from this research will be used in conjunction with quantitative data collected during midline quantitative surveys to inform progression of the second indicator under output 2 in the Logical Framework.

The feedback from this research will also provide valuable insight for both the production and marketing teams which will be responded to in order to ensure maximum product uptake and engagement.

We are also exploring the most appropriate approaches for adapting and developing language testing tools in order to assess English language skill acquisition amongst those exposed to BBC produced EIA media products. The focus of this testing will be on communicative English and will reference, in particular, the Trinity Graded Examinations in Spoken English.

It is anticipated that the panel will give greater depth of understanding of how perceptions have changed towards learning and using English which will serve to compliment the quantitative midline measurement of perceptible change and barrier reduction.

## 5.1 UK Bangladeshi Diaspora Community Research

In April 2009 the BBC WST commissioned a two-part study of the UK Bangladeshi Diaspora community.

### 5.2 Methodology

The research combined both qualitative and quantitative methods, commencing with 10 in-depth qualitative consultations with community leaders and opinion formers within the UK Bangladeshi Diaspora community.

Opinion was gathered from a range of perspectives across media, cultural, political, religious and community based organisations. The findings from this stage of the research provided valuable insight into the main issues and challenges faced by the UK Bangladeshi community as well as informing the development of questions to be used in the second, quantitative survey phase.

Table 18 – Qualitative In-Depth Interview Respondents

| Area of Knowledge | Number of interviewees with specialism (some interviewees covered more than 1 area of specialism) |
|-------------------|---|
| Business          | 3   |
| Culture           | 2   |
| Politics          | 3   |
| Religion          | 1   |
| Media             | 2   |
| Other community   | 4   |

The quantitative survey covered 300 UK Bangladeshis from 8 key locations across the UK. A quota based sample was developed to reflect the known distribution of the population in terms of gender, age and economic activity from the 2001 census. In addition to this the sample was monitored to ensure a good representation of first and other generation UK Bangladeshis living in a range of household composition types. Interviews were conducted either in Bengali, Sylheti or English, depending on the preference of the respondent. The survey investigated amongst other things, media consumption patterns, issues affecting the community, English language needs and political participation.

#### 5.21 UK Bangladeshi Census Data

The 2001 UK census found that there were 283,063 Bangladeshis living in the UK, of whom around 175,000 were aged 16 or over, and 43% were born here. Projections from the Office of National Statistics suggest that the number may have increased by as much as 30% in the years since the census.

#### 5.22 Quantitative Survey Respondent Profile

A breakdown of the respondents by region, gender, age, birth place and employments status is provided in the tables and figure that follows.

The data was weighted to reflect the known distribution of the UK Bangladeshi community in the areas surveyed, referencing the UK 2001 census data.

Table 19 – Bangladeshi Diaspora Respondents by Region

| Region        | Achieved Interviews | Weighted Profile |
|---------------|---------------------|------------------|
| Tower Hamlets | 93                  | 49%              |
| Newham        | 43                  | 16%              |
| Birmingham    | 42                  | 16%              |
| Oldham        | 29                  | 7%               |
| Luton         | 27                  | 6%               |
| Bradford      | 27                  | 4%               |
| Cardiff       | 21                  | 2%               |
| Edinburgh     | 18                  | 1%               |
| <b>Total</b>  | <b>300</b>          | <b>100%</b>      |

Table 20 – Bangladeshi Diaspora Respondents by Gender

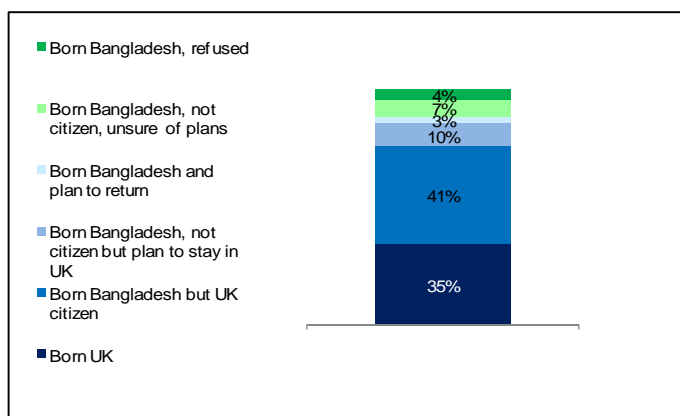
| Gender                 | Weighted Profile |
|------------------------|------------------|
| Male                   | 51%              |
| Female                 | 49%              |
| <b>Total (n = 300)</b> | <b>100%</b>      |

Table 21 – Bangladeshi Diaspora Respondents by Age & UK Average

| Age Category           | Weighted Profile | UK Average |
|------------------------|------------------|------------|
| 16-29                  | 54%              | 20%        |
| 30-49                  | 32%              | 29%        |
| 50+                    | 14%              | 34%        |
| <b>Total (n = 300)</b> | <b>100%</b>      |            |

- The Bangladeshi community is younger than the UK average, with 50% of the population below 29 years of age

Figure 16 – Place of Birth



(Base 300 – All respondents)

- 65% of the Bangladeshi community were born in Bangladesh. Of the population born in Bangladesh, typically they are older, although younger women are more likely than younger men to have been born in Bangladesh.
- The majority of Bangladeshis born outside the UK are British citizens (41%); just 3% of those born in Bangladesh plan to return.
- The majority of individuals born outside the UK are from villages in Bangladesh, although more recent migrants more likely to come from urban areas

Table 22 – Bangladeshi Diaspora Respondents by Employment Status &amp; UK Average

| Employment Status                           | Weighted Profile (n = 300) |                       |     |
|---|----------------------------|-----------------------|-----|
| Working full time (30 hours plus per week)  | 20%                        | In Employment         | 34% |
| Working part time (under 30 hours per week) | 14%                        |                       |     |
| Unemployed - looking for work               | 15%                        | Unemployed            | 24% |
| Unemployed - not looking for work           | 9%                         |                       |     |
| Retired                                     | 7%                         | Economically Inactive | 42% |
| Looking after the home or family            | 18%                        |                       |     |
| Not working due to sickness or disability   | 2%                         |                       |     |
| In education or training                    | 14%                        |                       |     |

- Unemployment levels are higher than UK average

The annual household income amongst the Bangladeshi community is lower than the UK average, as is the level of educational attainment (less of an issue for those born in UK)

- Three in five community members are married and the divorce rate is low
- Men under 30 are much less likely to be married than women
- Bangladeshis live in larger households than the UK average

Table 23 illustrates the differences in employment status for male and female members of the UK Bangladeshi community.

Table 23 – Gender by Employment Status

| Employment Status                           | Gender     |            |            |
|---|------------|------------|------------|
|   | Male       | Female     | Total      |
| Working full time (30 hours plus per week)  | 37%        | 12%        | 24%        |
| Working part time (under 30 hours per week) | 17%        | 11%        | 14%        |
| Unemployed - looking for work               | 15%        | 11%        | 13%        |
| Unemployed - not looking for work           | 8%         | 14%        | 11%        |
| Retired                                     | 8%         | 3%         | 5%         |
| Looking after the home or family            | 1%         | 35%        | 18%        |
| Not working due to sickness or disability   | 2%         | 1%         | 2%         |
| In education or training                    | 12%        | 15%        | 14%        |
| <b>Base</b>                                 | <b>147</b> | <b>153</b> | <b>300</b> |

### 5.3 Findings

The following findings focus on data collected during the quantitative survey phase.

#### 5.31 English Language in the UK Bangladeshi Diaspora Community

Understanding the English Language needs of the Bangladeshi population in the UK is key as the Fourth National Survey of Ethnic Minorities in 1997 found that only four per cent of Bangladeshi women aged 45-64 years spoke English fluently or well. Other studies conducted at around the same time found that only half of all Bangladeshi adults in the UK would describe themselves as having a good understanding of English.

English language proficiency has been proven to be closely correlated with the density of the minority group in the community. So Bangladeshis in small areas where 50-60% of the total population are Bangladeshi are likely to have much lower levels of proficiency in English than those in areas where the incidence is 10%.

The survey showed that English remains a second language for the majority of the Bangladeshi Diaspora community in the UK, with a minority of respondents claiming English to be their first language. In contrast Sylheti is the most commonly spoken community language, and over half of respondents felt most comfortable speaking it.

Table 24 – English Language Confidence

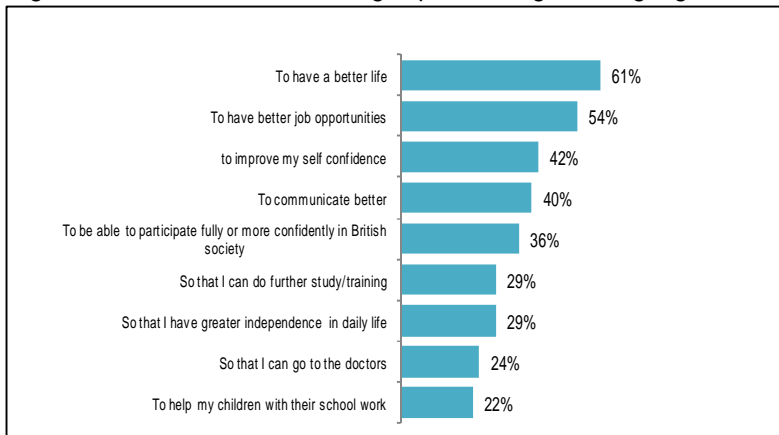
| Task   | Confident | Not Very Confident | Not at all Confident |
|--|-----------|--------------------|----------------------|
| Understanding what is being said when someone else is talking to you | 75%       | 11%                | 9%                   |
| Holding a conversation   | 76%       | 11%                | 11%                  |
| Reading a newspaper  | 73%       | 13%                | 10%                  |
| Filling in a form  | 71%       | 15%                | 11%                  |

(Base 300 – All respondents)

The majority (76 %) report being confident to hold a conversation in English, although a significant minority are not. Those born in UK aged 16-29, the better educated, those living in London and employed are more confident in their English language skills, although a significant minority of this group continue to feel more confident speaking in Bengali and Sylheti. For those less confident, being born in Bangladesh is the common factor. Typically this group is older and have a basic education.

Those individuals in work, both part-time and full-time or in education or training were more confident in their English language abilities than those sections of the population who are either unemployed or not seeking work.

Figure 17 – Motivations for having improved English Language Skills

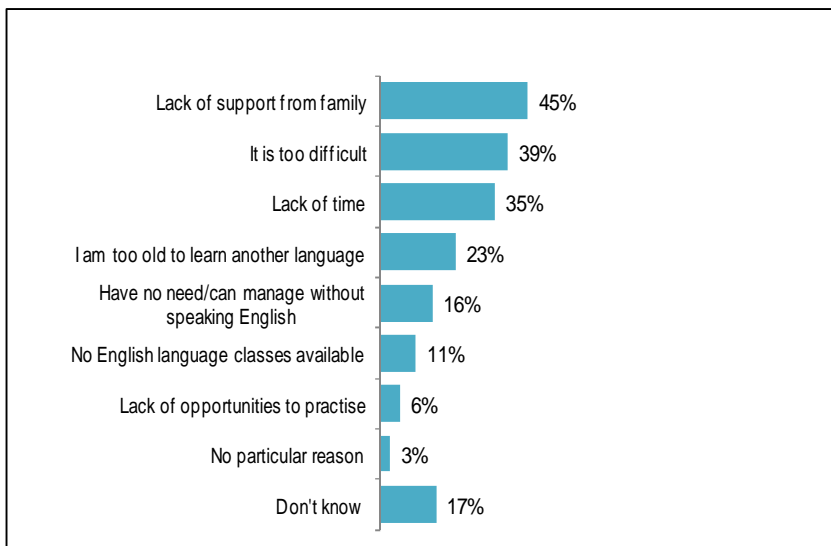


(Base 134 – Those who had tried to improve their English)

The principal motivators for improving the standard of English amongst the Bangladeshi population are the desire to have a better life, better job opportunities and to improve self confidence and communication skills. Looking at the data more closely revealed that;

- Men, the employed and better educated are more motivated by job/further study.
- Those born in Bangladesh or those who are economically inactive are more motivated by practicalities of daily life such as going to the doctors.

Figure 18 – Barriers to Learning English

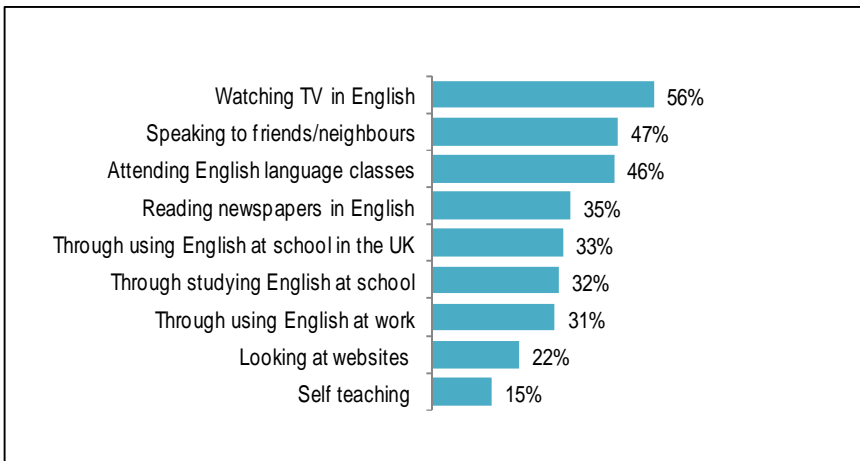


(Base 42 – Those not confident in English and have not tried to improve)

The main barriers to further study of the English language amongst the Diaspora population are the lack of family support, the perception it is too difficult and a lack of time.



Figure 19 – Methods of Improving English Language Skills

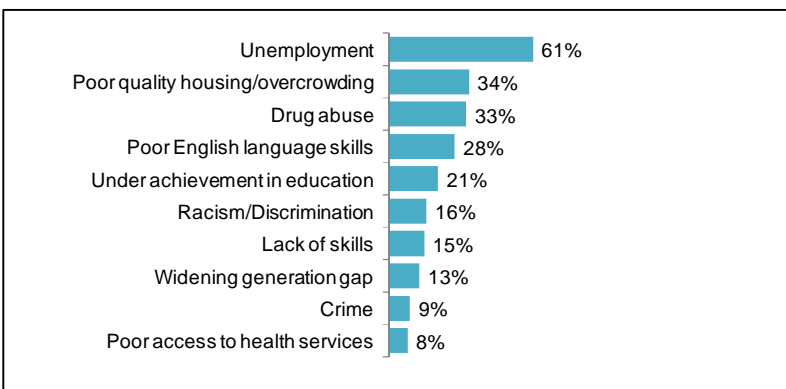


(Base 134 – Those who have tried to improve their English language skills)

The key methods employed by the Bangladeshi community seeking to improve their level of English are watching television, attending English language classes and speaking to friends and neighbours.

### 5.32 Community Issues and Participation

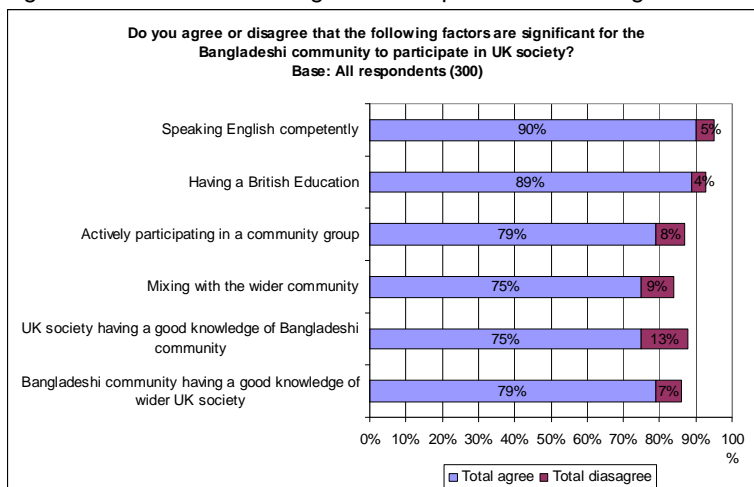
Figure 20 – Top Issues Facing the UK Bangladeshi Community



(Base 300 – All Respondents)

In reaching out to the UK Bangladeshi Diaspora community, the top three issues for the community are unemployment, poor quality housing and poor English language skills. Those individuals outside of employment or education tend to have poorer English skills than their peers.

Figure 21 – Factors Affecting the Participation of the Bangladeshi Community in the UK



(Base 300 – all respondents)

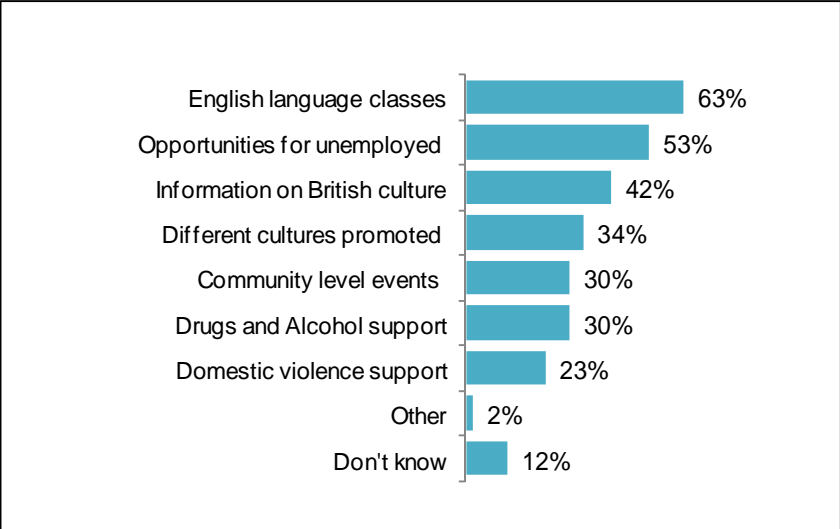
Speaking English and having a British education are both significant factors in encouraging participation.

A comparison of those comfortable speaking English (76% of the sample) with those who are not comfortable speaking in English (24% of the sample) reveals that people who speak English participate more in UK culture. They are more likely to like UK music; less likely to watch Bangladeshi TV (both from the Bangladeshi community and in Bangladesh) and more comfortable being with people from the UK.

Table 25 – English comfort and participation

|  | Comfortable speaking English | Not comfortable speaking English |
|--|------------------------------|----------------------------------|
| <i>Base</i>  | 228                          | 72                               |
|  | %                            | %                                |
| My favourite music is from the UK generally                      | 53                           | 3                                |
| My favourite TV shows are from Bangladeshi community in the UK   | 15                           | 36                               |
| My favourite TV shows are from Bangladesh                        | 21                           | 53                               |
| I am most comfortable with being with people from UK             | 61                           | 11                               |
| I am most comfortable with being with Bangladeshi people from UK | 37                           | 64                               |
| I am most comfortable with being with people from Bangladesh     | 9                            | 25                               |

Figure 22 – Support to enable participation



(Base 300 – All respondents)

English language classes, opportunities for the unemployed and information on British culture all help Bangladeshis to participate in UK society according to the community.

### 5.33 Media Consumption

Television is the most commonly used media platform, followed by newspapers then radio. Mainstream UK media is popular amongst the UK Bangladeshi Diaspora, with the population born in UK, younger males and those very confident in English more likely to consume mainstream media only.

- Asian media is popular, but only a minority only consume this medium, with those doing so tending to be less confident English speakers and born in Bangladesh.

Figure 23 – Most Watched Television Stations

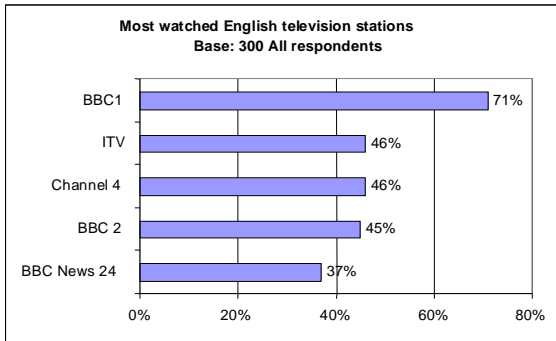


Figure 24 – Most Watched Bangladeshi Television Stations

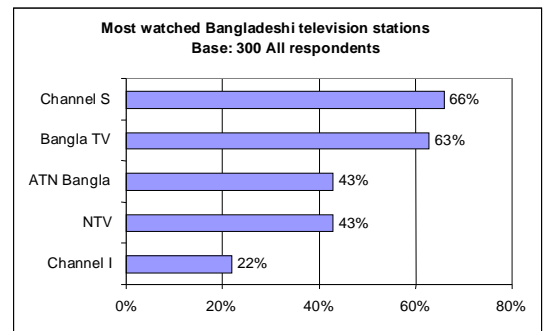


Figure 25 – Most Read English National Newspapers

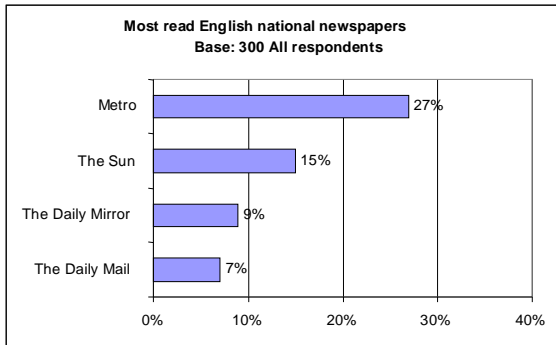


Figure 26 – Most Read Bangladeshi Newspapers

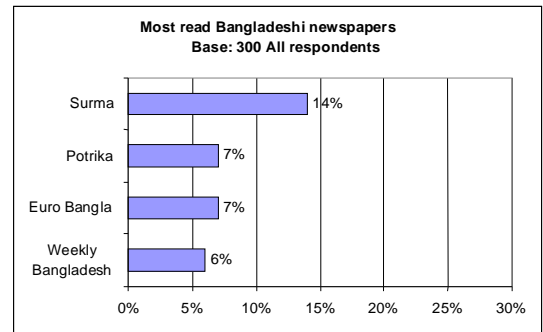


Figure 27 – Most Listened to English Radio Stations

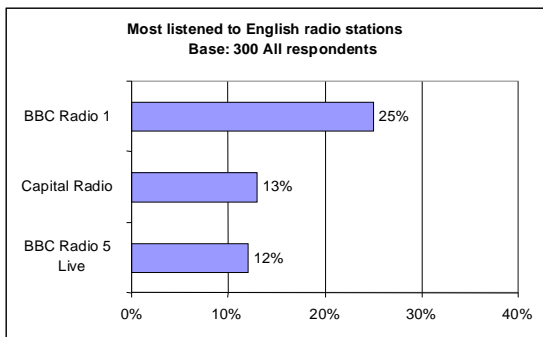
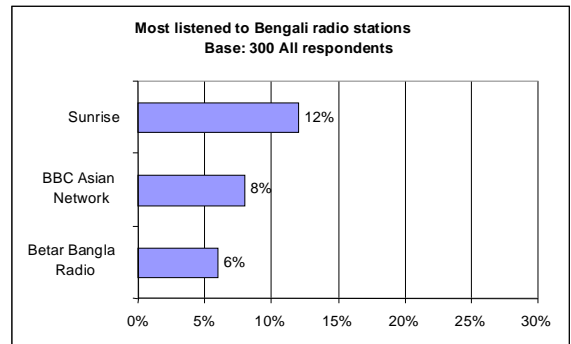


Figure 28 – Most Listened to Bengali Radio Stations



In terms of output, drama, news, music and current affairs programs are particularly enjoyed, on both TV and radio.

- Older men prefer ‘serious’ programming; younger women prefer light entertainment; while younger men like sport

In addition to the large television, newspaper and radio audiences, just over half had internet access and the majority had a mobile phone.

Figure 29 – Mobile Phone Use

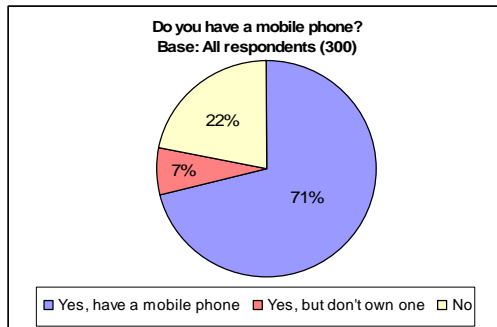


Figure 30 – Additional Uses of Mobile Phones

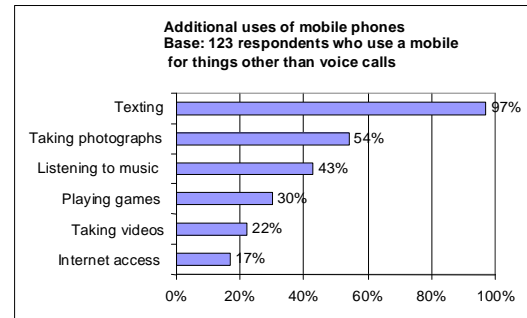
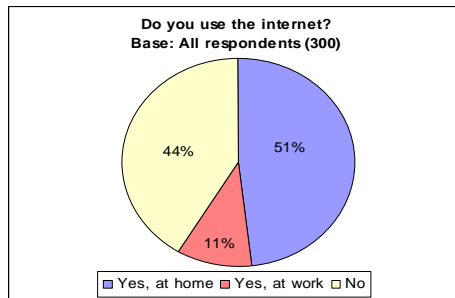


Figure 31 – Internet Usage



### 5.4 Impact Assessment (SR4)

It is anticipated that BBC produced EIA media products will provide the UK Diaspora community with the opportunity to develop better English language skills. They will be able to access English learning content through the internet as well as potentially viewing Bangladeshi broadcast TV programmes through UK satellite service providers. The case for this provision is supported by the importance of English language for enabling the community to participate in UK society. It has further been suggested that the media can play a role in supporting this learning and English in Action thus provides this opportunity.

The UK Diaspora community also provide a window to Bangladeshis on how English language is used within the Diaspora community. The TV drama incorporates this aspect of English use, providing a view on Diaspora life as well as showcasing model English dialogue based on practical English use. This use of model English dialogue allows the Diaspora community to play a significant part in English language skill acquisition by Bangladeshis.

To assess the impact that exposure to BBC produced EIA media products has within the Diaspora community a number of in depth qualitative interviews will be conducted with members of the community that are identified as having engaged with these products.

These qualitative interviews will explore how their engagement has impacted on their perceptions of English language learning along with how they feel they have been able to develop and apply their own skills as a result. The findings from this research will inform indicator 4 under output 2 in the Logical Framework.

## 6.1 Bangladesh Media Environment Monitoring & Interviewing

The media environment in Bangladesh will be monitored over the course of the EiA project in order to identify any impact that BBC produced EiA media products have. To do this the media will be monitored against two specific objectives:

1. To determine whether **the volume of English language programming** across Bangladesh media increases after the launch of the project. To do this the media will be monitored over time to track the number of TV programmes with English content (specifically those similar in type to that produced by BBC World Service Trust for EiA), and the number of media-based English learning products available to Bangladeshis.
2. To assess whether the **quality of media output** produced across the Bangladeshi media improves over the duration of the project. To do this a selection of programmes will be selected quarterly and analyzed to assess their quality in terms of production values, design/style of programming, editorial values, educational value and extent to which they engage with their audiences.

## 6.2 Methodology

TV, radio, internet and mobile phone services will be monitored monthly in house by BBC World Service Trust researchers and through the recruitment of media monitors.

### 6.2.1 Media Monitors

BBC World Service Trust will recruit approximately 10 media monitors in Dhaka. These recruits will be; males and females aged from 18 to 45, with high self-reported media exposure (TV, radio, newspapers, internet) from a mixture of lifestyles (working, non-working, housewife etc.) They will be given tasks to regularly monitor specific media, such as:

- Reporting any advertising they have seen on English teaching products/programmes (billboards, TV, radio)
- Watching specific TV programmes and completing detailed questionnaires when requested
- Listening to radio output at allotted times and recording English language content
- Reporting any mobile phone products teaching English/aiding English that they are aware of.

All the media monitors will be briefed on the background of the project, and will receive training on which media to record and how to monitor English content and quality of programmes. Researchers from the BBC World Service Trust will be in regular contact with these media monitors and will ensure the quality of their work by back checking the data that they record.

## 6.22 Television

TV programming information will be collected monthly from the following sources:

1. Programme schedules from main TV channels - these will provide information on the following:
  - Title and genre of programme
  - Times of programmes
  - Notification of any changes to the programme schedule
  - Summaries of new programmes
2. TV channel websites:
  - More information on programmes
  - Information on any upcoming programmes
3. Entertainment magazines and newspapers:
  - Reviews of programmes
  - Information on actors/actresses
4. Audience figures of TV programmes:
  - AC Nielsen BMDS data gives yearly TV programme audience figures
  - People meters give monthly audience figures for Dhaka city centre
5. Media monitors will be asked to watch specific programmes at set time periods and complete questionnaires in order to ascertain:
  - Amount of English content (using a scale of 1 to 5, where 5 signifies that the programme is completely in English; 4 = some sections of programme are in English; 3 = there are some English sentences; 2 = some English words are used; 5 = no English used).
  - Who uses English/how English is used
  - Details of how English used
  - Ratings of the programme on key indicators of audience engagement, such as appeal, comprehension, relevance and entertainment
  - Editorial values, such as the main subjects covered; how subjects are covered; types of guests interviewed/included; level of audience participation etc.
  - Measures of production elements, such as respondents' perceptions of sound/picture and quality; use of video inserts; location of reporting/interviews
  - Design/style of the programme e.g. the main format of programme, a description of set and lighting design etc.



Table 26 – Television Monitoring Details

| TV Channels                                       | Types of TV Programme                    | Type of Information to be collected        |
|---|--|--|
| BTV (state broadcaster)                           | Drama Serials                            | Title of programme                         |
| ATN Bangla (broadcaster of Buzz)                  | Magazine programmes*                     | Telecast Time                              |
| Banglavisio                                       | Music shows*                             | Genre of programme                         |
| Channel i (broadcaster of BBC Bangladesh Sanglap) | IT/Technology shows*                     | Duration of programme                      |
| Channel 1   | Careers shows*                           | Summary of programme                       |
| Desh TV   | Animations*                              | Target group of programme (if appropriate) |
| Ekushey TV  | Entertainment talk shows*                | Presenter/actor/actresses                  |
| NTV   | English News**                           | Amount of English (rough estimate)         |
| RTV   | Educational/ English Learning Programmes | Audience figures (if available)            |

- TV channel tracking exclusions** - Islamic TV and Diganta are not being monitored as their programming is exclusively religious. MyTV is not being monitored as the channel is still piloting its content. Jamuna TV is a 24 hour news channel launching shortly, but as they will only be broadcasting news content, it will not be included in our assessment. Boishaki has stopped broadcasting.
- Types of programme to be tracked** - There are currently no youth magazine programmes similar in format to Buzz being broadcast. To counter this, programmes (marked with \* in the table) which cover content similar to Buzz will be tracked instead. Whilst not a specific BBC WST EiA output, English News will be tracked as it is currently the only regular 'full English content' programming on Bangladesh TV.
- Type of information to be collected for each TV programme** – basic information about each TV programme will be collected and recorded. As there are a large number of drama serials on air, those that are most popular (i.e. those broadcast between 8pm and 11pm) and those that are most similar to the BBC WST Trust drama (e.g. carry storyline on the Diaspora or include English) will be monitored.

## 6.22 Radio

Radio will be monitored in the following two ways:

- The programme schedule of Radio Betar will be monitored to pick up English learning programmes being broadcast.
- Radio jockeys on FM stations (e.g. Radio Foorti and Radio Today) use English but there are no specific programme schedules which can be tracked. To counter this, at designated times, media monitors will listen and record radio output on FM Radio. Using a questionnaire (similar to that used for TV monitoring) they will track the amount and quality of English used.

## 6.23 Mobile Phone Products

The number and type of mobile phone products teaching English/aiding English learning will be monitored for the duration of the project. Specifically, we will track:

- What Mobile Value Added Services teaching/aiding English are available?
- What are the details of these services?
- How are they advertised?
- Service Use?

This information will be obtained by looking regularly monitoring:

- Daily newspapers and weekly periodicals
- Print ads in newspaper supplements (published twice a week)
- Mobile phone magazine – Mirror Telecom which publishes information about new mobile phone products and services
- Official websites of Mobile phone service providers
- Promotional SMS/Text sent by the mobile operators
- Promos on the credit checking screen of mobile phones.
- Media monitors will be provided with SIM cards of different mobile phone providers to monitor text messages from mobile phone providers on Value Added Services.
- Data from mobile phone providers on take up of value added services (where possible)

## 6.24 Internet

Currently, there are no bilingual Bangla / English learning websites. To track whether this changes over time we will:

- Google “Bangladesh/Bangla/Bengali English learning” and other key search terms and record responses
- Look at newspaper/magazines for details of up and coming sites.
- Keep in contact with teachers/experts in English language teaching to see if they know of any website launches.

## 6.3 Baseline Findings

The media environment has been tracked from June 2009 in order to identify areas that need to be monitored most closely e.g. those with high English content or those which mirror BBC WST EiA products in format and design. Through monitoring programme schedules and entertainment magazines the following information about the current media landscape of English content programming has been collected.

### 6.31 TV Output

#### Drama Serials

There are a number of drama serials on air at the moment, however none of them heavily use English but many have characters that fall into English.

There are two Diaspora dramas on **Channel i** – ***Nine months in Brick Lane*** which shows the life in other countries as well as the UK and ***Pacific er Pare*** (On the coast of Pacific) which shows the lifestyles of Bangladeshis living in Los Angeles. There are other dramas on air where some of the characters speak frequently in English.

Drama Serials which will be monitored more closely are:

- ***Nine months in Brick Lane*** - it goes on air on every Sunday at 08:05 pm on **Channel i**, as mentioned above.
- ***Pacific er Pare*** (On the coast of Pacific)- it goes on air on every Tuesday and Wednesday at 11:30 pm on **Channel i**, which shows the life styles and present condition of Bangladeshis in Los Angeles.
- ***Gulshan Avenue***- It goes on air from Wednesday to Saturday at 09:45 pm on **Banglavision**, which shows the lifestyle of upper class people and some of the characters in that serials are found to speak in English.
- ***Dorakata*** - It goes on air on every Sunday and Monday at 09:25 pm on **RTV**, which shows how several young and modern university friends go on a trip to Rangamati and fall into trouble. It also shows some supernatural mysteries happening in the jungle.

#### Programmes Similar in Content to Buzz

As mentioned, there are no programmes that mirror the Youth Magazine Programme Buzz but there are programmes that target the youth and cover similar topics. These programmes are:

- ***R U Ready*** – it goes on air on every Sunday at 05:30 pm on **RTV**. It is a programme targeting the youth which aims to will make the next generation ready for the challenge ahead by providing information and content to equip them in their careers/life. It includes slots on fashion, careers and topical issues. It is produced by Pradeep Bhat and Azra presents this programme and speaks quite a bit of English (same presenter as Buzz).

- **Look at Me** - it goes on air on every Wednesday at 06:45 pm on **RTV**. This is a style and fashion based magazine show which targets the young audience by showing the fashion and style trends of the young generation.
- **Music Jamz** –it goes on air on every Sunday at 09:45 pm on **NTV**. It is a musical programme which has very heavy English content.
- **Visa Apnar Agami** – It goes on air on every Sunday at 09:05 pm on **Banglavision**. It's a career show on which showcases different features the details of a profession. It also shows the interviews of Employers and how one can develop his/her career by taking training or courses. This show also gives information on studying abroad.
- **IT Zone**- it goes on air on every Wednesday at 12:15 pm on **ATN Bangla** .It is a computer informative show where latest IT updates and web pages are discussed.

### English Learning Programmes

- **Engregi Shikshar Anusthan**, English Learning programme is broadcast on **BTV** and goes on air 3 or 4 times a week.
- **Ummukto Biswabiddalay** also telecast on BTV, a distant learning programme which includes lessons on English Language, Science, Commerce and Social Science. This program is telecasted from Saturday- Thursday at 07:20 am and 10:00 am.
- **Dur Path** (Distance Learning) - on Desh TV (a new C&S channel) - this programme presents vocational courses e.g. TV News presentation, writing CV/Resumes for job, TV Reporting, English Language Learning: spoken, listening, writing, small enterprise and marketing management, better customer service, methods and techniques of drawing cartoon, photography course, handicrafts training course, interior designing course, dolls making course etc. This programme goes on air everyday at 12:15 pm.

### English TV News

Several C&S TV channels and the terrestrial channel BTV telecast daily news in English.

- BTV: News at Ten at 10:00 pm which is a half hour bulletin, News at 04:00 pm and Late Night News at 11:30 pm which are ten minute overviews.
- ATN Bangla: 6-8 minute news bulletins in English ATN News at 09:00 am and 06:00 pm.
- Channel One: a ten minute Late Night News bulletin at 12:30 pm.

### Other English content on TV

Apart from the Bangladeshi produced programmes with English content mentioned above, there is also some internationally produced content which is exclusively in English and broadcast without subtitles/dubbing. Those currently on air are:

- Drama Serials
  - **Mac Gyver**- English Drama Series Shown on BTV on every Saturday at 10:45 pm.

- **Robin Hood-** English Drama Series Shown on Channel I on every Tuesday at 06:20 pm.
- Cartoons
  - **Bananas in Pajamas-** English Puppet Show on BTV telecasted on every Wednesday at 03:00 pm.
  - **Godzilla-** English Cartoon shown on BTV on every Monday at 03:05 pm.
  - **Woody woodpecker-** English Cartoon shown on BTV on every Tuesday at 03:05 pm.
  - **Class of the Titan-** English Cartoon shown on Desh TV on every Monday at 05:02 pm.
  - **Shon the Ship-** English Cartoon shown on Desh TV on every Wednesday at 05:02 pm.

### 6.32 Radio Output

Apart from Disc jockeys on FM stations who sometimes introduce music and chat in English, the only specific English related show on radio is **Ummukto Biswabiddalay** broadcast on Radio Betar (see detail in TV section).

### 6.33 Mobile Phone Services

The following Value Added Services teaching or aiding English learning are currently available through mobile phone operators.

Table 27 – Mobile Services Baseline

| Service Name        | Service provider | Service Type | Operator  | Service details  |
|---------------------|------------------|--------------|---|--|
| Teletalk Dictionary | Teletalk         | Push-Pull    | Teletalk  | Subscribers need to type a keyword 'DIC' then give space then type ANY WORD and send it to 222 to find the meaning of English Words.   |
| Dictionary          | WARID            | Push-Pull    | WARID   | When in search of a word, SIM Genie menu of Warid has an updated dictionary which will instantly bring the meaning: <ul style="list-style-type: none"> <li>• Go to SIM Genie menu</li> <li>• Go to “Info Zone”</li> <li>• Go to “dictionary”</li> <li>• Write the word (minimum 1, maximum 25 characters)</li> <li>• Press “Send” button</li> <li>• You will receive an SMS, providing you the meaning of the word you've been searching for.</li> </ul> |
| Word Power          | Banglalink       | Push-Pull    | Banglalink  | When in search of a word, The power menu gives extensive collection of word meanings, synonyms and antonyms; i.e. dictionary and thesaurus.  |
| Let's Learn English | Shabox           | Push-Pull    | Could be accessed from 3 mobile operators through 1 common link number-6624 | Learn a meaning of new word and practice English. Just Type the keyword LE and send it to 6624.  |

## 6.34 Internet

There are currently no Learning English websites specifically for Bangladeshis, presenting content in both English and Bangla.

### **6.4 Impact Assessment (SR5)**

The baseline assessment and continued monitoring of the media environment in Bangladesh facilitates an evaluation of how it changes and develops over the course of time. Specifically, this assessment will look to establish what increase there is in the volume and quality of media outputs that have a relevant link to BBC produced EIA media products.

In addition to identifying a manifest increase in available media outputs and judging their quality, the impact assessment will also consider internal developments within the sector that may have taken place at a practitioner or organisational level. For example, a producer may have been inspired by BBC produced EIA media outputs and learnt from the production techniques that have been witnessed. Or, a production house may have been influenced by the appeal that these outputs have and seek to emulate them.

As part of the impact assessment, interviews with key media practitioners will be conducted to determine any impact that BBC produced EIA media products have on the production and editorial practices of Bangladeshi media organisations.

The combination of volume and quality evaluation and individual qualitative exploration will deliver a comprehensive picture of how the media environment has been impacted on as a whole. These findings will inform indicator 3 under output 2 in the Logical Framework.

## 7.1 Qualitative Bangladeshi Employer Study

Research amongst employers in Bangladesh was conducted in May 2009 to understand the:

- present standard of English skill of employees
- standard of English employers require
- emphasis that employers give English skill when recruiting new employees
- training opportunities available to employees

This research was conducted to both inform BBC World Service Trust EIA media product production and to provide a baseline against which any progression in overall English ability in relevant employment sectors can be monitored. This research will be repeated in two years time to assess any changes.

## 7.2 Methodology

26 in depth qualitative interviews were conducted across Bangladesh amongst employers (people in senior management positions, including CEOs, managing directors and human resources directors).

Only respondents from companies that used English to some extent were surveyed. Companies were chosen by their use of English and for sampling were split into the following types:

- COMPANIES DEALING WITH INTERNATIONAL CUSTOMERS – export business, airlines, Multi National Corporations (MNC), International banks (9 interviews)
- SERVICE INDUSTRY – hotels, restaurants, travel, call centres, local banks (7 interviews)
- INDUSTRIES WHO EMPLOY LOWER SEC EMPLOYEES WHO REQUIRE ENGLISH - Garment factories, Data entry, supermarket/super shops, private universities (5 interviews)
- INDUSTRIES USING ENGLISH FOR TECHNOLOGY – mobile phone companies, media houses, IT companies (3 interviews)

At the recruitment stage, respondents were asked to define the extent to which their employees used English and as a result were split by English Use into the following:

- **High** - At least 35% employees need English to do every day job
- **Medium** - At least 15% but less than 35% employees need English to do every day job
- **Low** - Less than 15% of the employees need English to do every day job

Using the above definitions the 26 interviews broke down as shown in table 28.

Table 28 - Employer Location and English Use

|                         | English Usage |        |     |
|-------------------------|---------------|--------|-----|
|                         | High          | Medium | Low |
| <b>Total interviews</b> | 9             | 9      | 8   |
| <b>Location</b>         |               |        |     |
| Dhaka                   | 6             | 5      | 5   |
| Chittagong              | 2             | 1      | 1   |
| Sylhet                  | 1             | 2      | 1   |
| Rajshahi                |               | 1      | 1   |

### 7.3 Findings

#### 7.31 Importance of English

Almost all the respondents (23 out of 26) said that English was very important in their work and for all people in their organisations. English was particularly important for them to communicate with foreign clients and also to use computers/technology. Personnel from banks, telecommunications companies and export-import businesses gave the most emphasis on the importance of English.

*“Even Japanese can understand Chinese but outside of Bangladesh no one can understand Bengali, therefore English is very important to us.”*

Superstore owner, Dhaka

*“Everything in our computers is in English. So English is very important.”*

Airline, Dhaka

*“The use of English will increase, in the next 20 years if you don’t know computers, you will be treated like an illiterate. My niece can browse the net and she is in class 3, where as I am an MBA degree holder and I can’t properly use the net.”*

RMG, Dhaka

Only a few (3 out of 26) of employers interviewed said that English was not very necessary for their work. For them, only the top and mid-level management or people who had to communicate with foreign clients (e.g. quality control in garment factories) were required to use English.

In line with English being important in organisations, the majority of respondents (22 out of 26) believed that proficiency in English was highly necessary for getting a good job.

*My experience is after having a graduation even from Dhaka University, inadequate knowledge in English will definitely cause a problem for you when you are looking for jobs.”*

Call centre, Dhaka

The remaining respondents did not think that English was so important for getting a job, giving a greater emphasis to work experience.

*“Like if you are asked to write a letter you need English, but if you are asked to prepare a balance sheet of an account you don’t need English that much”*

Travel Agent, Chittagong



Most employers felt that the English language ability of Bangladeshis was sub standard, mainly laying the blame at the poor education system, particularly at primary level.

*“Rather than teaching students grammar we have to make English easy for all, and take away the fear of English.”*

RMG, Dhaka

As a result many felt that the Bangladeshi Government needed to give priority to English learning from primary level and in all mediums of education including Madrassas. A few respondents also thought that English medium schools in rural areas should be set up.

*“Madrassa education should be modernised and English should be included in the curriculum of madrassa education. A large portion of Bangladeshi students are getting educated there without any English knowledge.”*

Private University, Rajshahi

Some thought that there had been an improvement in English skill amongst people attending Universities.

*“It’s good to see that English is the only suggested language in the private universities these days.”*

Export business, Dhaka

Some also thought that the poor English skills of Bangladeshis was also due to people not practicing spoken English enough and that there needed to be a shift in mind set so people communicated in English more.

*“We should focus on being able to communicate in English; otherwise we will not be able to speak to foreigners. Suppose if I provide basic guidelines for my staff where they would need to make sentences in English. I think we can get the job done but it would be better if English was practiced regularly.”*

Restaurant, Dhaka

Almost all respondents (25 out of 26) thought that the usage of English would increase in the coming years. Only one was not sure:

*“May be it will, but not that much, because only a handful of people are learning English. Majority of the people are not learning”*

Private University, Dhaka

### 7.32 Use of English in Business

Almost all respondents said that English is necessary for their company, but those employees who were at the lower level and were paid less, weren't required to use English to do their job.

Almost all the respondents (22 out of 26) said that their employees used English in some way on a regular basis.

However, more than half of respondents (16 out of 26) said that their lower level employees such as drivers, floor supervisors, peons, machine men didn't know English. The remainder (11 out of 26) said that their support staff could understand English but were not good at speaking and writing.

*“They can't write, but they can at least read the files”*

Local Bank, Dhaka

### 7.33 Current Levels of English

When asked to rate the level of English of their employees overall, just over half of the respondents (14 out of 26) believed their employees English skill was good. These were mainly companies dealing with foreign clients (MNCs and banks) and those using technology (IT companies, ISPs and mobile phone companies).

The research indicated that there is a pool of people with very good all round English skills currently employed in Bangladesh. These people are generally employed by MNCs and Banks and command high salaries. They have been educated at English medium schools and also through public Universities.

*“Some students of Dhaka University are doing well. They can speak and write very well in English.”*

MNC, Dhaka

Employers from these sectors were generally satisfied with the English skill of their employees, but this had been a vital criterion for initial recruitment.

Employers for IT companies, ISPs, Mobile phone companies would ideally prefer employees with fluent English but at recruitment were prioritising technical skills. As a result, they thought their staff tended to have good knowledge of the English language but are less proficient at communicating in English.

*“They have moderately good writing skill but their spoken English is weak. They haven't practiced English since primary school.”*

IT Company, Dhaka

The rest of the respondents we spoke to rated the proficiency of English among their internal employees as moderate. These were mainly from the export-import business, airline business, newspaper business, ticketing business and travel agencies. They particularly highlighted communicative skills as a weakness.

Some of these employers thought that their businesses suffered because of their employees' poor English skills. For example, a small export business in Sylhet thought that if their

employees could speak better English they would be able to win more business from their clients who were mainly Indian from neighbouring Assam.

Many employers, although believing their employees weren't proficient enough at English, thought they generally managed to carry out their job effectively:

*"In spite of drawbacks, they work efficiently with their experience & skills."*

Private University, Dhaka

The majority of employers who weren't currently satisfied with the level of English of their employees stated they couldn't afford the high salaries required to employ people who are more proficient at English. This research indicates that there is a direct correlation between a person's English skills and the salary that they command.

### 7.34 Areas of Improvement in English Skill

More than half of the respondents (15 out of 26) thought their employees needed to improve their speaking and communication skills. Some respondents (6 out of 26), especially from restaurants and travel agencies, said that they needed to improve both speaking and writing skills. Here, some employers thought that their employees who were given opportunities to practice English were stronger in speaking than in writing.

*"Their strong point is that they can talk in English and their weak point is that their writing skills are not so good."*

Restaurant, Dhaka

Only a minority (5 respondents) said that they have no problem with their employees' English proficiency.

This research indicates that multinational companies and international banks who can offer higher salaries have less trouble recruiting staff with adequate English language skills. It is the second rung businesses – such as garment factories, import and export and the service sector – which have trouble attracting English speaking staff on the salaries they can offer.

### 7.35 Uses of English by Sector Type

This section gives more detail on current English use by employment sector type and an indication of the current levels of proficiency in each sector.

#### **Multinational Corporations:** Very high use of English

**Purpose of using:** All internal and external written communication is carried out in English so everybody has to use English in their jobs. Employees need to speak English to deal with international clients, shipment enquiries and overseas dealings. Managerial meetings and formal meetings are conducted in English.

**Who are using:** All staff has to read and write English as everything is computer based and all internal communications and official works are in English. All employees have got their own email addresses. The ability to speak English is mandatory for the managers as they have to hold meetings and make presentations and deal with foreign clients.

Even lower level staff have to have a good knowledge of English because they have to do shipment inquiries and use English documentation. Also, drivers and office boys who work closely with overseas employees have to know English to communicate with them.

**Proficiency:** Proficiency of English at the management level is thought to be good. Many of these people learnt English in English medium school but employers cited that there is scope for improvement.

*“The current level is moderately good. There are certain limitations but these are not hampering business. Improvement is needed for individual development.”*

MNC, Dhaka

*“We receive thousands of CVs for one post. We do short list 100 CVs and call for tests. 70% - 80% can meet our expectation, the rest don’t meet the standard.”*

MNC, Dhaka

**Banks - Local and International:** Very high use of English

**Purpose of using:** Most official and internal correspondence is email based, and written in English. In addition, reporting and proposals are written in English. Meetings and presentations at management levels are conducted in English. Communications with clients depends on the client’s choice of language. If foreign clients are present or local clients use English then employees use English. International money transactions are also completed in English.

**Who are using:** All employees have to use a good amount of English in terms of writing and reading due to internal email communication. Employees dealing with foreign exchange have to communicate over telephone and email with overseas offices and clients. Managers have to use spoken English as they have to conduct meetings and presentations in English. Marketing staff have to communicate in English if they have MNCs as their clients.

**Proficiency:** Proficiency was thought to be good amongst head office staff but less so amongst branch office employees who could write well in English but were not so strong at communicating in English.

**Export & Import:** High use of English (in Chittagong) and low (in Dhaka and Sylhet)

**Purpose of using:** English is mainly used in this sector for communicating with foreign buyers and clients face to face, over phone and via email. Exporters and importers who have to deal with the Chittagong port authority customs and clearance, have to use English a lot more than others because the clearance division is fully computerised and as a result all work is done in English. Clearing & Forwarding agencies have to maintain all paper documentation in English so they can deal with Chittagong port customs. They also need English to track the progress of imported goods in the port and to report this back to international clients.

**Who are using:** Telephone communication in English is mostly carried out by owners and managers who deal with setting up accounts and billing. They also use English to deal with customs and banks. Some email communication in English is carried out by other staff, normally when the owners are not in the office. Office staff are also required to use English to write reports and financial statements. In these industries support staff do not need to use English.

**Proficiency:** Writing and reading proficiency was not perceived to be as good in Dhaka and Sylhet but it was thought to be better in Chittagong clearing and forwarding agencies where they need to process all documents in English. In all cases, employer's thought their employees' speaking ability was quite weak.

**In terms of standard,** employers mentioned that initially on recruitment their employee's English ability is poor as they can't pay the salaries required for people with good English skills, but to survive in the job English is vital so people tend to improve quickly.

*“English is the international language. And in our Sylhet region we do business mainly with India. We export and import to and from India. Exporters speak in both Hindi and English. We also have to speak when we go abroad. When we went to Shillong in India, we had to talk in English. Everyone couldn't do it. So if your businessmen don't know English they face problems. So in our business English is very important.”*

Export business, Sylhet

*“If you want to import/export or banking you need English. You need English to talk to the foreign clients. When they will send you a letter to go visit and check the goods, and you don't know English, then you won't understand anything.”*

C&F agency, Chittagong

**Private Universities:** High use of English in Dhaka and moderate use in Rajshahi

**Purpose of using:** All official correspondence including admin and HR work, documentation and academic activities from course outlines to exams are in English.

**Who are using:** Top level management and officers are using English for correspondence. Faculties are using delivering lectures in English. Students are using English in exams and in some extra-curricular activities like debating and mootings. Lower level employees use English for reading notes and maintaining ledgers etc.

**Proficiency:** The proficiency of the staff was not thought to be good. They are weak in both writing and communication. Employers thought that the poor writing skills meant that universities were facing problems running their organizations smoothly.

*“Sometimes they make mistakes while writing report and I have to correct those. If they could learn more English then they would be less dependent and the pressure upon me would be less.”*

Private University, Dhaka

*“An applicant who is just SSC but proficient enough in English can get the job.”*

Private University, Rajshahi

**Readymade Garments (RMG):** Moderate use of English

**Purpose of using:** English is mainly used to communicate and negotiate with foreign buyers. Most of the communications via email and telephone is in English. All official and procurement documents are prepared in English and finance and accounting departments use English. Proposals, quotations and progress reports are also prepared in English.

**Who are using:** Merchandisers and Quality Controllers mainly dealing with foreign buyers in procurement and production phases. Communication for business development and negotiation by top level management often takes place in English. Other admin, HR and finance work mostly uses written English. RMG inspectors are educated to H.S.C, level and Quality Controllers are mainly B.Com graduates. Employers in the RMG sector stated that until recently most people working in these positions were educated to H.S.C level only but now more graduates are being employed.

Some lower level staff need to know English in order to read technical instructions. However, they don't need to communicate in English. Labour and support staff generally don't need to use English but drivers do need to use some English to communicate while driving foreign guests.

**Proficiency:** Employers thought that at the merchandiser level the standard of English was not very good. Written English is good at the management level but speaking is not very good at all levels.

*“Proficiency is not very good but we can manage our work. A lot of us don't know English, but we know some words. If we don't understand all of it, then we are limited to yes, no, very good, as the joke goes.”*

RMG, Dhaka

**Travel Agents:** Moderate (in CTG) and low (in SYL) use of English

**Purpose of Using English:** Everything is computer based so employees need English to communicate by email and to use air ticketing software. Their main reasons for speaking English are to speak to foreign customers either by the phone or face to face; this is mainly done by the owners of the travel agents.

**Who are using:** Email and ticketing software is used by people at the executive level including managers. Marketing staff have to use English sometimes when they speak to multinational companies and five stars hotels. Phone communication is mainly done by the owners. The rest of the staff seldom talk to foreigners over the telephone. If any foreign client comes to the agency the staff have the chance to practice their English but this is not that frequent.

**Proficiency:** Reading and writing at the managerial level is moderate but speaking ability is poor at all levels.

**Hotel, restaurants, fast food shops and superstores:** Moderate use of English (in hotel) and low (restaurants and fast food shop and supermarket)

**Purpose of Using:**

In hotels English is mainly used for communicating with guests, and only used when foreigners visit.

In a restaurant and a fast food shop in Dhaka, some customers are foreigners so they need to speak English to communicate with them. Sometimes local customers use English so their staff feel they have to reply in English. Menus are in English so they need to read out items and follow the order made by customers. They also mentioned

that the monthly sales report is prepared in English, so managers and cash counter staff have to use written English.

*“Some people often talk in English at the counter, so we have to reply in English”*  
Fast food shop, Dhaka

In the service industry English use is highest in Dhaka where more foreigners live and visit. A hotel in Rajshahi only had about three foreigners visit per month.

**Who are using:** In a restaurant or fast food shop, people working at the cash counter and waiters having to attend customers have to use English. In a chain restaurant, office staff have to use English (reading) for office work. In a hotel that greets many foreign visitors everyone from manager to bell boy has to use English. Written and spoken English is mandatory for the manager and front desk staff but not for other staff. In large hotels, marketing and management staff have to use English to speak to foreigners and to maintain official documentation.

In restaurants and fast food shops, support staff don't need to use English. But in the hotels, they have to use English sometimes.

*“Support staff can speak broken English. For example, our cooks don't use the Bengali synonym for onion these days, they call it onion straight way.”*  
Restaurant, Dhaka

*“They need a certain level of English to attend to the foreign guests, in that case I teach them some simple English for communication like ‘cockroach’, ‘mosquito’ and so on. I usually teach them something once a week.”*

Hotel, Rajshahi

**Proficiency:** Employees are good at reading as they are using equipment like electronic cash machines, computers etc, reading menus and following written instructions. Managerial level and front desk staff were thought to be moderately good at writing. But in communicating over the phone or face to face with foreigners, employees faced problems understanding accents and what is being said.

*“Workers here may understand native speakers speak English but face problems understanding a foreigner.”*

Hotel, Rajshahi

*“I can't say that they are good at English but what they know lets them get by”*  
Superstore, Dhaka

### 7.36 Emphasis Employers Give English When Recruiting

Many employers stated that English was a priority when recruiting in the private sector, but was less important in the government sector.

*“I don't know about the government sector. I went for the BCS [Bangladesh Civil Service] exam once and English wasn't a priority there, except in written exams. But when I came to apply to the private sector, employers put a lot of emphasis on English. The interviews were all in English.”*

IT Company, Dhaka



Almost all respondents said that most applicants exaggerate their English skills on their CV which they can't prove during the interview and test, if taken.

*"It is there in the CV but not in real life. We see that applicants usually have good academic backgrounds but cannot speak English. A difficulty always remains there"*

Export and Import, Dhaka

In **High use of English** organizations like MNCs, Banks, Internet Service Providers and IT companies' English skill is given high priority when employing staff. As part of the recruitment process, they normally have to go through written tests and interviews which are in English. Most of these organizations advertise for MBA and BBA graduates. IT firms seek engineers with strong spoken and written English.

*"We want basically graduates, mostly MBA or M.Sc. It depends on the nature of jobs."*

IT Company, Dhaka

*"We receive thousands of CVs for one post. We do short list 100 CVs and call for tests. 70% - 80% can meet our expectation, rest can't meet the standard."*

MNC, Dhaka

*"English is 100% priority here to get a job."*

MNC, Dhaka

*"The current level is moderately good. There are certain limitations but those are not hampering business. Improvement is needed for individual development."*

MNC, Dhaka

These types of organisation are generally satisfied with the level of English of their employees.

Organization like Private Universities, Airlines, RMGs with **moderate and sometimes high use of English** often give applicants written tests but interviews are mostly in Bangla. These organizations also ask for graduates with fluent English. But for jobs which can only offer low salaries the level of English that applicants have is not high. In terms of academic staff in private universities, they prioritise a good academic track record as opposed to spoken English ability. As a result, the applicants are not very good at speaking English.

*"We look for 90% English competence while recruiting employees. For example, an applicant who is just SSC but proficient enough in English can get the job."*

Private University, Dhaka

As they are not getting people who are skilled enough (at the salaries that they are offering), they are hiring people with less competence and then training them in house.

*"The inspectors are HSC level, Quality Controllers are B.Com graduate. Most of them were HSC before. Now graduates are joining. They can work at the level of a post graduate. We are trying to train them as we can."*

Ready Made Garments, CTG

*"We have an arrangement with Customs and Biman. Some people there might not work full time, or are not paid enough. We hire them"*

Clearing and forwarding, CTG

In **low use of English** organizations like hotels, some exporters, restaurants and fast food shops priority is given to specific skills not including English or to getting reliable people on



low salaries. Normally, these organisations don't advertise vacant posts, instead they recruiting people internally or through word of mouth. These applicants often don't go through an interview process and if they do it is in Bangla.

These employees often do not meet employer's expectations in terms of English skill but as they are not happy to pay higher salaries they realise they have to be satisfied with who they are able to recruit

*"In fact those who are skilled and efficient in English don't feel satisfied here with a salary of taka 2000 - 4000 per month. They expect higher which is a setback for us."*  
Export and Import, Sylhet

*"Have you noticed the vocational training institute here called UCEF? A class eight pass person can go and get vocational training there. I hired people from that organization."*

Hotel, Rajshahi

*"We often found people working as manager or in the front desk not been able to use properly as they should have been according to their academic background"*

Hotel, Rajshahi

There was a mixed response to whether a lack of English ability hampered their employees' chances for promotion. Half agreed that promotion could be held back due to lack of English proficiency whilst the rest didn't think it affected their chances, citing work experience and technical skill as being more important.

### 7.37 Training & Capacity Building

Very few companies currently provided formal English training for their employees. Some companies provided training; an IT firm in Dhaka employed someone from the British Council to come into the office to teach their employees every week.

Many employers expressed problems with offering English training at work – lack of attendance; lack of money; difficulty to find time or inclination to practice what they had learned in the lessons and difficulties caused by having to cater for employees with a range of skills.

*"Training will just lead to partial improvement. If you do not try yourself, you will not be able to improve. Also, you have to tell them in such a way that if they do not take training then they will be fired the next day. Otherwise only 10% of people will attend, 90% will not. So if your body functions at 10% then how will you manage?"*

Private University, Dhaka

Whilst formal training was not offered at most companies, many employers mentioned they help their staff learn English on-the-job:

*"We normally correct them and we give them advice. We are telling them that their English is not up to the mark and they have to improve within a time limit. We take their feedback and we correct them on the spot. This way their communication skills will develop."*

IT firm, Dhaka

Every respondent welcomed the work of the BBC as part of EiA, particularly the internet site and mobile phone learning products. They felt these offered the potential to improve individual English proficiency.

*“These products will help a lot, actually English language is quite easy, it is just that we do not practice regularly, these will help us.”*

Restaurant, Dhaka

Some employers were happy to integrate the learning of English through these products into their working schedules whilst others were less enthusiastic:

*“Our banking hours are nine to seven so no one can do it within this time, if someone wants to learn personally they can do it.”*

Local Bank, Chittagong

*“Yes, this is a great initiative (Janala website). All our work is online, so employees can learn in between work.”*

Travel agents, Dhaka

#### **7.4 Impact Measurement**

Baseline research amongst employers shows that there is a pool of people in Bangladesh with very good English Skills, who are educated from English medium schools, public and private Universities. These people though, are in a minority and can command high salaries. As a result, employers of multinational companies and international banks who can offer higher salaries do not have trouble recruiting staff with adequate English language skills.

It is the second rung businesses, such as garment factories, import and export and the service sector who tend to think that their current workforce do not have sufficient English skills to perform their jobs effectively and find it difficult to recruit people with adequate English at the salary and education level the rest of their job requires. Speaking and communication skills were highlighted as the main areas of English where people needed improvement.

With a comprehensive picture in place of the role that English plays within Bangladeshi businesses, subsequent interviews with employers will be conducted to assess whether this situation changes over time.

These qualitative interviews will cover perceptions of the emergence of a better skilled workforce and where possible, will consider the perceived efficacy of BBC produced EIA media products as tools for assisting those using communicative English. These interviews will also provide a wider perspective on the economic context Bangladeshi employers operate within, which will contribute to understanding more about what constrains and promotes economic development.

Although, this research does not link explicitly to an indicator under output 2 in the Logical Framework it is anticipated that it will be complimentary to the second purpose level indicator that focuses on employer’s satisfaction with applicants and employees communicative English language skills.

## 8.1 Concluding Comments

Taken collectively, the baseline studies discussed in this report all provide evidence against which the indicators detailed in the Logical Framework for Output 2 can be assessed.

It is clear that Bangladeshis are motivated to learn English, whether for men to get better jobs or for women to be able to teach their children. It is also clear that there are a range of perceptions and barriers that impact on the ability of Bangladeshis, both in Bangladesh or in the wider Diaspora community, to learn and use communicative English.

The content that the BBC is producing for EiA is seeking to address these negative perceptions and both the planned mid line surveys and ongoing cohort panel work will seek to evaluate whether there have been any changes in this regard.

It is anticipated that the wider English language media environment will also develop as a result of the BBC's production of high quality EiA outputs. The media environment monitoring work will seek to evaluate the extent to which this happens over time.

The baseline research conducted with employers identifies the importance of a workforce that has more confidence and a greater ability to use English. There is also the suggestion that it is the middle tier or second rung businesses that can most benefit from this, as they are currently finding it difficult to recruit people with the English skills they are looking for. Having a better skilled workforce presents an opportunity for the economic development of Bangladesh through an expanded presence in the international business community. However, any development in this way must realistically be considered as one part of a more complex economic model that assesses the economic and social development of Bangladesh over time.

The UK Bangladeshi Diaspora community has both the need to develop better English language competence to assist participation in UK society, and the opportunity to play a key role in developing the English language competence of Bangladeshis. They are clearly an important constituent in this project and it is necessary to ensure that they also access and engage with BBC produced EiA media products as both audience and contributor.

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