ONLINE LANGUAGE LEARNING FOR CPD IN LOW-RESOURCE CONTEXTS: A CASE STUDY
TOPDI

• State sector teachers (Primary & Secondary, across subject areas)
• 6-week British Council ‘myEnglish’ course
• Non-mandatory CPD
• Own devices (BYOD) and home network connections

www.britishcouncil.org
“I who am teaching in a traditional atmosphere find myself absolutely relaxed to be in an online class with complete strangers. The structure of the course work stimulates total interest and I strongly feel that this six week training will transform us into totally new persons”

“I never felt that it's distance learning but as it's going on in the real classroom.”
“First i would like to say sorry for not attending some sessions but Kumodini's regular attention and emails paid my attention over the course its because of Kumodini maam and BC teams support i hv completed the course.”
OUTCOMES

- 81% enrolled engaged online at least once
- 49% average class attendance, per session
- 14k+ total online sessions

51.5% pass rate

20% of learners completed the course with grades of 90% or higher.
“This course
* Gave us confidence to interact with unknown persons and in due course work together with harmony.
* Use technical tools like cell, computer, webcam, speaker and etc with ease.
* Brought back our students life after years, and made us active interactors.
* Improved our knowledge by equipping us with speaking and writing skills.”
Ratings for speaking, writing, grammar and pronunciation saw the biggest increase in a ‘5’ rating.
Learners identified confidence, autonomy and IT competence as additional benefits of participation.
COURSE FEEDBACK

Highest ratings
• Course trainers (93%)
• Individual attention received (91%)
• Course support and guidance (93%)
• Acquisition of new knowledge and skills (90%).

Qualitative feedback
+
Teachers & methodology
Feedback
Forums
Online classes
Course design
No need to travel
-
Technical issues (access)
Extraneous demands on time
Course duration

“This course has been a very elaborate delivered by a highly efficient teacher. This is my first ever online course so I didn’t [know] what to expect.”
“Course was superb. It met my expectations, resources are too good... Only thing I am feeling bad is that I couldn’t complete my course, due lack of time and poor network support.”

“What was my problem was that I could not attend some classes because of time constraint. My school timings were 9.30 to 4.30. I have to travel 25 kms to reach home. I work in a remote area where I could not get tower. Hence by the time I reach home, it would be 6.30. so i could not get access. Other than that no complaints.”

“What I regret that due to March pressure I couldn't complete my tasks but I am very happy that I attended all the classes even while traveling or attending a meeting or even in a party.”

“You are working in a effortive way, just increase the span of period because we are found a proper track of learning English but now its finished to quick.”
IMPLICATIONS

• Course design & support motivates and encourages attendance and completion

• Teachers, interaction, feedback and support are key success factors

• Course promotes both language learning progress and development of other skills

• A non-mandatory online CPD course is scalable, with positive outcomes, in a low-resource context

• Access to technology remains an obstacle to participation
THANK YOU

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