



Professional Development

for Non-native Speaker Teachers of English

Research Report

April 2009



Supported by the Prime Minister's Initiative for International Education (PMI2)



Foreword

This research report into professional development for non-native speakers has been commissioned by English UK under the framework of the Prime Minister's Initiative (PMI2) and helps to further the important mission of *promoting the pursuit of excellence in professional standards in all aspects of the provision of courses in the English language.*

As we are all well aware, education has become transnational. Mastery of the English language is the key for many people to gain access to further knowledge and enjoy successful career progression. English has become a 'basic skill', the absence of which can be a severe impediment to economic and social mobility.

As a result of the global demand for English and the widespread adoption of English into primary and secondary school curricula, local education ministries are struggling to fill the demands for domestic teaching capacity and their success in turn affects the ability of students who may wish to continue their education in the UK.

The UK has an important role to play in helping to disseminate knowledge and expertise and the development of innovative and strategic overseas partnerships can make a significant contribution here. These can help to provide sustainable professional development support for non-native speaker teachers which can be cascaded through to grass roots level.

We believe that the UK is part of the solution and there are also clear business opportunities for providers to diversify their teacher training provision overseas.

I would like to thank Otravista and all the other contributors who have offered their valuable time and insights into the creation of this study and hope that you find the report of interest.

Mark Rendell

Deputy Chief Executive

English UK

Contents

Introduction	1
The objectives of the study	3
Background	4 – 9
Nature of ‘demand’ for professional development of non-native speaker teachers of English	10 – 15
The UK response - the nature of ‘supply’	16 – 27
Conclusions and recommendations	28 – 31
References	32
Footnotes	32
Appendix I Methodology	33 – 35
Appendix II Specification for and summary of the pilot projects	36 – 39



Introduction

This study for English UK under the framework of the *Prime Minister's Initiative for International Education* (PMI2), focuses on a key emergent outcome of the evolution in English language learning, one which is important to the success of other areas of the UK international education market as well as giving rise to a key area of future opportunity for UK ELT providers: **Professional development for non-native speaker teachers of English.**

A key aim of the PMI2 is to increase the number of international students studying with UK institutions. However, Phase 2 of the initiative (2006-2011) recognises that the 'landscape' has changed. A number of market factors have resulted in an overall decrease in direct recruitment to the UK and current problems in the world economy are likely to have further impact.

One of the outcomes of the combined factors has been the continued growth of transnational education (TNE). This is implemented via a range of models, which enable overseas nationals to study for the whole or part of a UK qualification whilst based in their own countries.

In recognition of changes to the wider international education market, PMI2 has included '*strategic alliances*' as one of its four key strands. This takes account of the importance to the UK of 'positioning' within the international arena, including via involvement in capacity-building of overseas institutions which is linked to government agendas for education systems reform. In tandem with the achievements of the HE sector, a significant amount of relevant work has already been done via international vocational (college) partnerships with support from both the PMI2 FE Partnerships Fund and British Council Regional Programmes and this has resulted in a number of durable and mutually beneficial relationships.

The study will consider whether and how partnership models of this type may be used to address some of the challenges involved in professional development for non-native speaker teachers of English, including in relation to the sustainability of the outcomes.

English language competence is generally acknowledged as a key factor in achievement on UK Higher or vocational Education programmes but a radical if gradual evolution is also occurring in relation to the nature of worldwide interest in the English language. This is impacting on the UK English Language Training (ELT) market.

Huge demand for English language is being created by economic factors, themselves a major driver for the reform of national education systems in which a number of overseas governments are currently involved. However, as English language is increasingly being considered as a 'basic skill', it is being embedded within the school curriculum of many countries at an earlier stage than was previously the case. Even more important in terms of the immediate future, is the way in which the changing nature of the demand for English language skills means that competition to supply is no longer limited to countries which have English as a first language.

Respective studies for Accreditation UK and the British Council by JWT Associates¹ and David Graddol² have looked at key issues impacting on the UK ELT market and have explored the way in which a range of factors will herald the need for a major shift in the response to demand from ELT providers in the coming years. The growth of TNE is just one of these complex and often inter-related factors, but this development has itself contributed to an increase in the in-country provision of ELT and/or new models of collaboration with UK education institutions. Further Education colleges and universities in the UK (themselves ELT providers), also have an interest in the English language competence of overseas students, where this links to achievement on their HE or vocational course offer.

Whilst the circumstances described above are increasing the number of non-native speaker teachers, the nature of their role and what is required of them is also changing. At the same time, a major challenge is being posed to the traditional perceptions of native speaker status as the ideal.

The study will also consider the extent to which current UK ELT teacher training in the FE and private sectors is responding to these changes and it will highlight key areas in which new approaches and models may need to be developed.



The objectives of the study are as follows:

- 1 To summarise global and where appropriate, PMI2 country specific issues impacting on professional development for non-native speaker teachers of English
- 2 To consider the research findings within the context of global issues and Technical and Vocational Education (TVET) reform
- 3 To map key findings of relevant current and recent research, initiatives and projects and identify key learning points
- 4 To identify key features of UK FE colleges and private language schools' current teacher training offer
- 5 To consider how well existing provision is equipped to accommodate changing demands and to identify gaps
- 6 In response to the findings summarised in Section 4 of this report, to develop a specification for up to five college partnership based pilot projects to test innovative approaches
- 7 To make recommendations for action at policy and operational level

It is important to acknowledge that the UK HE sector is also a major exponent of ELT and has a range of partnerships with overseas organisations. This study has however, focused on the relationship of ELT to the TVET agenda and the specific features and potential of the college partnerships model to help meet the challenge of professional development for non-native speaker teachers of English. Interviews were conducted with a number of FE colleges, private language schools and other stakeholder organisations to elicit their views on the issues being considered as well to find out about their experience of working with the target client group and any innovative approaches they have tested.

Details of the Methodology can be found at **Appendix I**.

Background

1



1.1 Composition of the UK ELT market

The UK ELT market can be broadly divided into Universities, Further Education Colleges, private language schools and other private colleges which offer English language courses alongside other programmes. The total scale of the UK ELT market cannot be defined accurately, but an analysis of the (currently) 491 organisations which are covered by Accreditation UK(14) indicates the following breakdown: 76% private schools, 15% Further Education and 9% Higher Education.

UK ELT providers collectively offer a range of programmes for different types and profiles of learner and (in some cases), initial training and continuing professional development courses for teachers. Overseas operations are mainly the province of private language schools and chains and the single largest overseas provider of ELT is the British Council.

'Global Value: The Value of UK Education and Training Exports, 2007' (Dr Pamela Lenton, University of Sheffield, for the British Council) which updated previous research for the then Department for Education and Employment (DfEE), estimates that the total income to the UK of English language training rose from £1,006.6m in 2002-3 to £1,098.9m in 2003-4. These figures relate to the income generated by more than 500,000 students who come annually to the UK to study, in terms of both tuition fees and expenditure on accommodation, goods and services. What is not taken into account within these figures, is the delivery of ELT by UK organisations, in other countries. Estimated income arising from this type of provision of £612.6m and £643.2m for 2002-3 and 2003-4 respectively, are only available as an aggregate of the (substantial) overseas ELT operation of the British Council and other UK providers.

An English UK press release (January 2009) highlights the significance of ELT courses as feeder for UK degrees and professional qualifications. EUK asserts: *'There are long-term affinity benefits to Britain as well since many students go on to be opinion-leaders and senior figures in their own countries.'* Furthermore, the Global Value report (as above) indicates an inter-dependency between ELT and other sorts of courses, especially in the case of FE colleges and universities: for example, whilst almost 14% of international students in FE colleges in 2003-4 were taking ELT courses, circa 90% of these were studying English language concurrently with other programmes.



1.2 Factors impacting on the UK ELT market

1.2.1 General Market developments

It is important to commence by highlighting the fact that the current UK ELT market is buoyant. The last three years have seen a steady 10% growth which has been particularly strong in the case of Korea, Japan, China and the Middle East (especially Saudi Arabia) and in relation to the demand for ELT for young learners. There has been no decline in business from European countries and significant opportunities are anticipated in Turkey.

The aforementioned January EUC press release reported that *“English language centres in the UK are overwhelmingly positive about business prospects for early 2009, despite the economic downturn”*, and highlighted the fact that the UK ELT sector was performing well against competitor nations due to the fact that the current exchange rates had made the UK a much more affordable study destination. 90% of the 101 of English UK’s 390 members which took part in a December 2008 survey, expected business to remain good or improve during the first quarter of 2009.

The University of Warwick’s 2007 survey of UK FE colleges’ international activities which was commissioned by the PMI2 Strategy Group via the AoC³, found that colleges overwhelmingly rated English language training as the primary export product (this applied to almost 70% of the 98-strong college sample). Colleges were aware however, of changes to the market for students coming to the UK solely to study English and one of the reasons cited was the reluctance of some overseas governments to grant visas for this purpose.

It should be acknowledged that pressures resulting from the world-wide economic recession are also likely to encourage governments, companies and individuals to seek even lower-cost learning options and this may stimulate further growth in transnational education models.

Some developments in UK policy and practice continue to generate opportunities, including (for example), the introduction of new accreditation and the PMI2 itself has provided pump-priming support for the establishment of international partnerships and exploration of innovative approaches. All education and training stakeholders recognise that other developments such as the Points-based System for Immigration (PBS) could represent a market constraint if not handled sensitively. The PBS needs to be presented in positive terms to overseas clients, as a mechanism for ensuring enhanced quality of service.

JWT’s 2006 study for Accreditation UK¹ (which included interviews with a small number of ‘thought leaders’ in the ELT field) reviewed the global ELT market and the UK’s place within this. The study analysed key competitors and explored some of the factors determining the UK’s market share, in order to identify key opportunities for future development. It concluded that though the UK continues to attract the largest number of English language students (having circa 30% of the global market share), a range of factors are impacting on

the market, including competition from first language English countries. The US has the second largest market share but has suffered from the visa changes following 9/11. Australia is also highlighted as a leading competitor whilst New Zealand is identified as a competitor which is gaining strength and Ireland as a key competitor to the other UK nations for the European market. Amongst non first-language English country competitors for European students, Malta is emerging as a front-runner.

A conclusion from the research which is of key relevance to the Otravista study, is that the reduction in numbers of ELT students from traditional source countries has largely been a result of the growth of TNE which is in turn contributing to the shift in the English language teacher profile. Referring to this and global developments (as detailed below), JWT reports that, *“the number of non-native speakers and teachers of English is now thought to outnumber native speakers and teachers”*.¹

TNE is seen by the contributors to the JWT study as both an opportunity and a threat to the UK’s ELT market. This model enables HEIs and FE colleges to extend their in-country HE or vocational courses in English, but the fact that these institutions frequently offer English language as a supplementary or an integrated feature, may take business away from private language schools. Many institutions are already involved in the capacity-building of overseas staff in relation to TNE, albeit in a wider context than English language, but how are language skills factored into this? Sheffield Hallam University’s study for the British Council (2006)⁴ considered how UK institutions are responding to the growing demand for TNE. It highlights the fact that, *“UK HEIs may only be able to quality assure provision in English but there may be a need for local subject expertise”* and asserts that lack of an appropriate level of English language competence on the part of overseas staff can consequently have, *“knock-on effects on course content and quality assurance”*.

Referring to the rise of TNE and global developments (as below), JWT explicitly identifies teacher training as an area of potential business growth for UK providers, as well as the accreditation of teachers and of institutions. It is important to recognise that such market opportunities often have their roots in a range of complex developments and that these factors should determine the nature of the market response. Related issues will be explored in the following sections of this report.

1.2.2 Global developments

Despite the fall of English in native speaker world league tables, economic and political drivers have resulted in a number of overseas governments placing an increased emphasis on English language learning: *“With the increasing inclusion of English within school curricula worldwide, English has now increasingly become a fundamental competence, like for example the ability to use computers.”*¹ PMI2 countries including Saudi Arabia, United Arab Emirates, Russia, Thailand, Vietnam, Korea and China have all included English language learning within their stated priority areas for strategic partnership work with the UK and this usually reflects their plans for vocational systems reform, for example:

- English language is one of the skills areas prioritised within the government-led process of ‘saudization’ which aims to equip Saudi nationals with appropriate vocational skills to enable them to perform jobs which have hitherto needed to be filled by foreign workers. English is thus also included within the curriculum aspirations of the major (Technical and Vocational Training Corporation-TVTC) colleges development programmes for which the Kingdom is seeking overseas assistance with management, equipment and extensive staff training. English will also be the medium for teaching some of the vocational provision⁵. The Community Colleges which are part of the university system in Saudi have a shortage of English language teachers and have requested the involvement of UK colleges in helping to address this problem
- In the United Arab Emirates, English is increasingly deployed as a medium of instruction, not only at higher levels of education. According to newspaper reports a pilot programme has been launched at 50 UAE public schools to teach mathematics and science in English as part of the Ministry of Education’s *Tomorrow’s Schools* project (source: *British Council*)
- English language skills are featured in Russia’s Federal programme for the reform of vocational education and training (VET) and are seen as having particular relevance to the development of the infrastructure in the Krasnodar region due to the fact that Sochi will host the Winter Olympics in 2014
- Via the Thai/UK steering group convened by the British Council, the Thai Vocational Commission and the Federation of Thai Industries (FTI) have identified specific ‘economic clusters’ as key drivers for the competitiveness of the Thai economy. This has included recognition of the value of English language skills to business growth. When Thailand’s 1996 policy of starting English at Grade 1 was not successful, a new teacher training programme was announced. This was accompanied by a switch to communicative methodologies²
- In Vietnam, English language skills for both students and teachers is recognised by MOLISA (the Ministry of Labour, War Invalids and Social Affairs) and MOET (the Ministry of Education and Training) as a significant factor in the implementation of a Human Resource Development (HRD) policy which is linked to Vietnam’s economic development goals
- South Korea is currently undertaking a recruitment drive to secure native English speakers who will support both students and local teachers in developing English language skills. Furthermore, within the new ‘enterprise zones’, English will be the official language
- China’s 11th Five Year Plan recognises vocational education and training as one of the most important factors in the development of a competitive economy. Weihua Luo of RMIT University in Melbourne⁶ highlights China’s accession to the World Trade Organisation in 2001 as a key factor in the nature of its education reforms: *“In the era of WTO, China needs more and better English, which facilitates access to modern knowledge and technology and the possibility of communication with the outside world in the process of globalisation. To correspond with this trend, the Chinese government has prioritised reforms in the teaching of English at various levels of the education system.”* David Graddol² asserts, *“It is likely to be China who will determine the speed at which other Asian countries such as Thailand, shift to a global English model”* and explains how China is *“having a galvanising impact on neighbouring countries [such as Thailand, the Philippines, Taiwan and Japan] where enthusiasm for English was in danger of waning”*. He also highlights other political drivers here: *“Not only is China setting the pace, but until countries in the region are able to develop their national proficiency in Mandarin, English will provide their main means of communicating with China”*. Graddol asserts that China produces more than 20 million new users of English each year and highlights the targeted approach which the country has taken to developing English language skills for the 2008 Olympics in



Beijing and the World Expo in Shanghai in 2010, via which specific goals were established for different sections of the community and occupational areas. This is consistent with the central role of English language within China's economic development strategy

Such evolution does, of course, extend beyond PM12 countries. In December 2007, a British Council symposium¹ brought together a wide range of Ministry representatives, employers, universities and vocational training providers from Saudi Arabia, UAE, Iraq (Kurdistan), Kuwait, Yemen, Oman and Qatar as well as leading exponents of English Language Training. The symposium explored a range of issues relating to language skills for the workplace in the Middle East as well as the practice of working regionally and internationally.

The focus included long-term language needs in this context as well as the potential added value of regional networks and partnerships between employers and educators. The event culminated in the identification of a series of key points to be taken into account within 'country action plans'. There was a broad consensus on the importance of employer involvement in needs assessment and in shaping the curriculum for work-related English language in addition to the requirement for improved/modernised teacher training at different levels. The potential benefits of promoting a network approach were also recognised as this would facilitate the sharing of resources (notwithstanding the fact that this is unfamiliar in some cultures). Bahrain identified the need for a national framework for work-related ELT and several countries asserted that improvements to quality assurance processes should be a priority. Other points related to the advantages of involving the family in the learning experience and the importance of ensuring learners outside major cities were also taken into account within country plans.

The governments of Columbia, Chile and Mongolia have all set targets for their countries to become 'bilingual'. However resultant opportunities for the UK may be limited, if as Graddol asserts, countries which have declared bilingualism as a goal, "*are increasingly likely to look towards English teachers from bilingual countries to help them in their task, rather than to monolingual native speaker teachers of English*".²

In some countries, the growth of wider vocational rather than just ELT opportunities have been identified, for example India (traditionally an HE recruitment market) is now seen as an emerging market for VET [source: British Council]. However, such opportunities are integrated with those relating to English language development.

One of the outcomes of these global developments is an increase in ELT provision from the state sector in some countries. JWT identifies this as another factor which is especially impacting on private providers. "*The role of the private sector in many countries is diminishing slightly or it is being forced to look for new areas of specialisation*".¹



1.2.3 The concept of 'global English'.

It is important to recognise the way in which the above developments are both contributory factors to and continue to be influenced by, the emergence of 'global English',² which offers a conceptual analysis of the reasons for English is learned and the ways in which it is learned. It considers a wide range of factors including migration, changing economies, cultural evolution, the growth of transnational education, the changing relationships between language and identity and even the way in which the internet is used.

David Graddol's two analytical publications for the British Council in 1997 (updated in 2000)⁷, and 2006², provide a particularly effective framework for consideration of the relationship between the combined impact of these factors and the findings of the Otravista study, and will thus be referenced throughout this report.

In 'English Next' (2006), Graddol refers to the way in which global English is supplanting traditional methodologies such as EFL² and ESL³ as the, 'new orthodoxy', and asserts that: *"Increasing use of English must be seen in a much wider context in which the entire world language system is restructuring..... anyone who believes that native speakers remain in control of these developments will be very troubled."*

Graddol's perspective may be seen as radical: he argues for example, that, *"As English proficiency becomes more widespread, so do potential sources of teachers. The teaching of English is becoming a service which is no more specialised than that of say chip design or legal research. Asia, the largest market for English, is already looking for regional sources of supply"*².

He does however, highlight the fact that: *"The emergence of global English and new patterns of learning, will offer many new opportunities to offset the loss of the traditional EFL business"*² Surely prime amongst these opportunities will be training and support for non-native speaker teachers of English and this will require an effective market response. **However, can UK ELT providers and other stakeholders rise to the challenge of identifying and seizing these opportunities and re-purposing their provision?**

It must be acknowledged that the evolution which Graddol describes, though clearly evidenced and very significant, is happening gradually. Indeed, Graddol himself² concedes that the shift will not be rapid, *"One fundamental dimension is how long it takes to create a new generation of teachers who are proficient in English"* and notes that, *"By the time such resources are put in place of course, the world for which governments are preparing their populations will have moved on."*

In the meantime (and particularly in the present economic climate), providers are faced with the challenge of balancing the immediate business reality of a buoyant market with forward planning and the process of positioning and preparing for incremental change.



Nature of 'demand'

for professional development of non-native
speaker teachers of English

2



2.1 Initial and continuing professional development in the target countries: Culture, systems, infrastructure and practice

This section of the report will assess the demand for this type of professional development from the UK providers' perspective and the challenges which the nature of this demand poses.

The impetus for seeking professional development for teachers of English language from other countries may come from national governments, development agencies, individual schools or teachers themselves. Interviewees explained how the challenges to the effective address of client needs are apparent at different levels.

Section 1.2.2 highlighted the way in which **government policies** are contributing to an increased demand for English language skills and in some cases, teacher training. The nature of these developments can itself help to shape the type of intervention sought. A college interviewee commented:

"The big move in Saudi towards competence-based VET offers more potential for peer group work and cascading methodologies."

Initiatives introduced by governments tend to have the greatest potential for making a significant impact, for example, one private school interviewee asserted:

"Cascading is not uncommon where wider (and often better-funded) government contracts are involved. It is less prevalent where contracts are more local, more directly outcome-focused".

However, the interviews revealed that whilst some governments are promoting staff development for English teachers and are providing associated resources, this does not guarantee success. It is necessary to ensure that reform and modernization programmes are fully understood and actively supported by the participants.

"It is sometimes obvious that people have been directed by the authorities, to participate in training – they have no idea why they are there."

"Our clients complained not of lack of support from e.g. Ministry of Education [Brazil], but lack of resources."

Governments recognising the need for an increased emphasis on staff development does not dissipate **the influence of centralised systems** and thus, such measures in isolation from reform and modernization programmes may have limited impact. Interviewees reported for example:

"The government says 'you will do it this way' so we have Thai teachers who have to beg to be let out of their classes to come here. We are trying to develop their skills but they have people above them who are not interested. The schools are just looking at volume."

[of a Chinese context] *"It's like education was in England in 1950s - very formal: Pupils sat in rows, large classes, teacher-led very little ICT use, a lot of rote learning."*

"Knowledge is important rather than skills – individual expression is not encouraged so the communicative approach is a bit of a non-starter for the Chinese. Some are more up-to-date



than others but most are fairly behind in terms of methodology. There is a high degree of whole class teaching and lots of transference from teacher to student with little in the way of peer exploration/advancement."

The issue of **class size** in other countries is seen by interviewees as an inhibitor of interactive methodologies and more than one cited the **significance of cost** as a factor here, especially in relation to China:

"With China, cost is more important than quality. It is not unusual to see groups of 30 but then a class size of 60 is the norm for them, whereas with the Saudis 10–15 in a group would be the norm."

"Large class sizes in China present difficulties for pair and group work, informal assessment of learning, etc."

"State school classes in Brazil usually have between 30 and 50 students: the latter is not the norm but is not rare either."

"In China it's who's got the money, who can afford to contribute to the cost of their training" [i.e. not necessarily those who most suited to or interested in the training]

Interviewees concurred widely on the way in which the above factors often mean that both learners and teacher trainees from other countries are **unfamiliar with many of the core principles of UK EFL² methodologies**, for example:

"The first reaction of many trainees, to new methodologies (such as peer or elicited error correction) is simply 'why?' It had never occurred to them that there is any way other than the teacher standing at the front and tell the class things."

[of a Brazilian context] *“There was incomprehension of why to do vocabulary-eliciting. Why not just tell them? Concept checking was alien to them apart from ‘do you understand?’ type questions. Learner-centred correction - why? Once they were made aware, they understood the rationale but they had never thought about this before.”*

“Many of the teaching concepts were new to the students and their working conditions were very different to those which pertain to English classrooms. Differentiation, individual learning styles and needs, etc were all concepts which the teachers from China found quite difficult to assimilate.”

“Shifting from the didactic to the student-centred model is a challenge.”

“It’s a mismatch of philosophy - whereas in the UK we are student centred, in say China, they are focused on rote learning; it’s a question of getting the numbers through.”

“The public examinations in China do not test speaking ability and teachers found it difficult to justify spending class time on a skill which was not tested.”

“It is likely that these barriers apply in the case of a number of the PMI2 countries which are at different stages of development.”

It is dangerous however, to generalise about approaches to teaching on a country basis alone. A private school interviewee highlighted **the distinction which exists in some areas between state and private schools** in Brazil:

“One of biggest differences related to views of methodologies. Surprisingly state schools were much more knowledgeable about outdated methodologies and the fact that these shouldn’t be used: e.g. direct translation, ‘the silent way’. However, there was not much comprehension of nuances of the communicative approach, in practice rather than theory. Almost to a teacher, the private sector taught grammar in the target language – English whilst state schools taught English grammar in L1⁴ -they could see no other way of doing it. The private sector were by no means fully trained – they lacked the basics that a CELTA course participant would have had but nonetheless, there was evidence of a much more student-centred approach and awareness of features of a contextual approach – guided discovery, PPP⁵”.

Another asserted that the main difference between state schools and private schools in China is the number of students in a class.

Even if the principles of interactive methodologies are accepted, **the significance of resource issues** needs to be recognised, especially in the case of poorer countries. Interviewees reported for example:

“We are working in Pakistan and our partner has 6,000 students and 100 computers”

“ Even CD ROMs were not useful as staff could not gain sufficient access to computers, let alone make these facilities available to students.”

“One of the colleges we visited had two part-time English language teachers for the whole student population. Plans were in place to secure a native speaker assistant for conversation practice.”



As well as being relevant to the issues detailed above, **cultural factors can also present a barrier to review and embedding of professional development**, and thus can dilute its impact. UK-centric practices are often not attractive to overseas clients. One interviewee recounted a related experience:

“If you say ‘we would like to evaluate by coming in and observing how your teachers are implementing our training from a quality point of view they look at you in horror! - ‘You want to watch us teaching?!’ It really is an anathema to them.”

A key issue is the **lack of a continuing professional development (CPD) culture** in the overseas schools. The Centre for British Teachers (CfBT)’s study⁸ of the challenges related to managing teachers in developing countries quotes Barber and Mourshed (2007): *“The quality of an education system cannot exceed the quality of its teachers”*, and strongly asserts the need for, *“sufficient and appropriate management of workforce skills”*.

The interviews highlighted the fact that a lack of infrastructure, systems and management commitment frequently prevented or inhibited the effective dissemination of the new skills acquired by the teachers, when they returned to their home countries.

“ We have had no formal involvement in cascading, peer group training. I am sure it goes on, but we have not taken part.”

“One of the frustrating things is not knowing how the trainees have gone on in practice, to use the techniques and skills they have learned.”

Section 1.2 outlined the key drivers for the UK ELT market and also some of the changes to this market, which have implications in relation to new models of provision. We may accept that (overseas) vocational systems reform is one factor which has impacted on the ELT market and that this has heralded a growth in demand for professional development

2.2 Motivation for overseas teachers undertaking CPD

for non-native speaker teachers of English.

If we acknowledge that a different approach to support is needed if this development is to become a sustainable element of the evolutionary process, then we should also consider the motivation for undertaking CPD⁶ at institutional and individual participant level. This may range from coercion (by national or regional government bodies) to a genuine desire for progression and development on the part of institutions or teachers. Evidence suggests that in some cases, the impetus for institutions may be **access to related funding and business opportunities** and for individual teachers in some countries, **the linkage of salary levels to qualifications** (see section 3.4). For others, it may be **the opportunity to travel and exposure to new experiences**. One UK college said of its teacher clients:

"They are very often extremely positive and keen to learn – it's their one great chance to get out of China."

What the teachers actually want to learn is inevitably influenced by the systems in their own countries (as above):

"State school teachers are perhaps more focused on improving known practical outcomes – 'how can I teach my students to write more correctly?' – than concerned about methodologies. Conversely however, they are perhaps even more interested in the methodological possibilities when awakened to them."

"One Chinese group came whose role was to go back and teach the alphabet to kids so the level was pretty low."

"Because of the size of classes, some state school teachers are looking for ideas relating to generating and managing interaction on a large scale ('broadcast' teaching), as much as up-to-date methodologies."

[EU context] *"Many who come are interested in curriculum design. They are less interested, in terms of priority at least, in contemporary usage and more in different ways of teaching the four basic skills."*

Some interviewees asserted that teacher clients and their institutions can sometimes have **unrealistic expectations** in relation to the timescale and the budget available for the programme.

"We provide them with projects to do – creating materials, putting together packs and realia etc. to take back. The bottom line question is always, can this work with 60 kids? There are some teachers who come over expecting to go back with a load of ready-made lessons but the objective is to give them tools and ideas that they can adapt for their own circumstances, whatever these may be."

One highlighted the difficulty of, *"matching the needs and wants of partners with the needs of our curriculum"*. Another stated: *"The course content is always negotiated – otherwise you can't know the teaching context that trainees will return to and what their priorities will be"*.

Indeed the issue of **support for the cascading, embedding from the home institution** was raised by several interviewees as an additional barrier to maximising impact, and this had in most cases been identified via consultation with the teachers themselves.

"Too often, the programme is seen as just a short-term fix."

"If the senior management is not on board with it you don't have a hope."

Though economic drivers are seen as being very important to the ELT market, more than one interviewee also remarked on the fact that **very few teachers or institutions had commissioned or undertaken the training with the explicit motivation of equipping their learners for a work environment**. Many do however have responsibility for teaching and supporting learners who are taking courses which are accredited by UK awarding bodies. Economic forces such as international employment mobility, the increasing regard of English language as a 'fundamental skill'² and the commercial reverberations of for example, international events such as the Winter Olympics in Sochi, also impact on private in-country providers as business institutions.

Despite the growing trend (as highlighted earlier) for the **delivery of education and training through the medium of English**, introducing related concepts into teacher training models for overseas clients had proved challenging for some interviewees:

"I failed to convince them that a vocationally trained language teacher would be an attractive prospect...they told me they were looking for someone with a Degree and a Masters and that they would then provide them with the English and the pedagogic skills."

However, UAE delegates at the 2007 British Council seminar in Bahrain¹ specifically identified professional development for teachers to support CLIL⁷ as one of their 'country needs'. This (and other issues raised at this event – see Section 2.2.1) demonstrates the need for providers to recognise and address differential levels of ELT modernisation and related awareness and also highlights the increased potential impact of a multi-stakeholder approach.

2.3 Levels of teacher clients' competence in English language

The level of the English language teacher clients' own English language skills is another issue for consideration.

UK colleges and private schools use **varied approaches to pre-assessment** including their own placement tests and IELTS scores and some offer pre-course preparation.

"We use a college assessment programme [software] as well as an IELTS⁸ score to get a more in depth assessment."

"One of the benefits of IELTS is helps you to develop useful language skills that are useful beyond the test."

"One of the questions we ask is about any previous language tests that they have taken so we can use those scores as one of our assessment factors, but ultimately the assessment comes from our own tests."

"We always do an initial and final assessment on each individual so the client can see the progress that people have made."

Many asserted the **limitations of their clients' competence** at the time of participating in professional development programmes:

"Often they have they been taught by Chinese, Philippino or whoever rather than native English speakers so pronunciation and idiom can be a problem."

"In China for instance, a lot is a lost in translation - incredible misunderstandings can take place, as often translation goes from English to the local Chinese language and then to Mandarin."

"In many cases, they have learned their English in China but without much exposure to the language in use."

"What they need is intensive training, too often they are getting a couple of hours a week and it is not as effective - it depends

on language ability but generally a couple of weeks intensive conversation practice can improve their English and their confidence dramatically."

"The [Thai] teachers we worked with had a low intermediate level of English, though their receptive skills were stronger than their productive [skills]. They often had the added pressure of being used as interpreters for overseas visitors."

In the case of closed groups, most providers are obliged to deal with **mixed levels** where selection may not have been based upon competence. Some set a minimum standard for teacher clients:

"In mixed groups the standard is at least intermediate – they are tested in advance and we reserve the right to infill on an appropriate alternative course."

[EU context] *"Requisite Level of English depends on the type of course but upper intermediate is usually the minimum – CEF 2 – Common European Framework".*

However; when selection of trainees is made by the commissioning client, the UK providers have less control. It is important to create flexible models and several interviewees admitted that **the commercial nature of the courses and responding to client needs can result in compromise.**

"Because the partner college's staff have to contribute to cost there is no competence assessment and we can get a range of ability."

"With a corporate client you must build in contingency for some one-to-one tuition to bring weaker members of the group up to speed."



"In the Middle East it may be more to do with who has the 'clout' - the rationale for sending them to the UK isn't always based on merit."

"It's very much a demand-led model, so when you work with clients you get what you get."

"They make the selection as to who is coming and it is not necessarily based on ability."

"We always insist on an IELTS score of 4.5 to 5 and we are very clear about that, but with commercial clients, we will sometimes dismiss this [criterion]."

It is important in this context however, to **challenge our own pre-conceptions of the level of English needed by both in-country learners and non-native speaker teachers**. One interviewee said of intermediate level proficiency in English only:

"This works unless learners want to progress outside their country when they will need the English skills."

Graddol² asserts the importance of functional and fit-for-purpose language skills in the context of global English, emphasizing that the use of English as a lingua franca (particularly where no member of a group has English as a first language) has little to do with an interest in the culture of English-speaking countries. He takes this argument even further to suggest that native speakers may in fact serve as an inhibitor:

"Increasingly, the problem may be that few native speakers belong to the community of practice which is developing amongst lingua franca users. Their presence hinders communication."

As highlighted earlier, the emergence of global English presents a **business case dilemma for first language English-speaking nations** which are not only trying to export their English language teaching services but also their vocational qualifications. If international students and the teachers who are supporting or preparing them for assessment in their home countries do not have an appropriate level of proficiency in English, the learners may not achieve the target qualifications. This level is inevitably measured against standards set by the 'host' native-English speaking nation.

The views of the colleges interviewed varied in relation to potential measures to address this issue and also, in relation to **where the responsibilities lie in relation to adequately equipping teachers and learners with English language skills**.

"The level of English has a major impact on achievement on accredited courses in general. Awarding bodies should be helping to solve this problem but at the end of the day, they make their money from registrations only."

"Ensuring students have good enough English to undertake their vocational qualifications in English, either in UK or in-country – this is more of a college issue than an exam board issue."

One interviewee also commented on the fact that **in-country teachers are not able to offer effective guidance to learners who are coming to the UK**:



"Sometimes people could be better advised by people in their own countries and sometimes unrealistic expectations emerge at interview e.g. people with poor English expecting to do a Masters after a month of lessons."

It must be acknowledged that many of the above factors vary amongst both PMI2 and other countries and also, amongst regions within these (e.g. urban and rural areas). However, sufficient evidence was gathered from the sample of interviewees and desk research to support general conclusions about the nature of the barriers to maximising the impact of continuing professional development.

The UK response – the nature of ‘supply’

3



3.1 Recognising the challenges

This section will explore the extent to which UK colleges and private schools are responding to the challenges detailed above, in addition to the business and operational models most commonly used, innovative approaches tested and related constraints and opportunities.

Section 2 highlighted the way in which international education systems reform is acting as a driver for the UK ELT market. A number of UK FE colleges (alongside government and national agencies, universities and schools) are already playing a role within the wider context of these reforms, via a range of partnership models and strategic alliances. PMI2 provides specific support for this type of development, in recognition of its importance to UK positioning. The need for continuing development of means and methodologies for imparting and sharing knowledge, applies to all areas of learning.

However, the previous section also asserted the way in which centralized education systems in many countries can be an inhibitor to the pace of change, especially in relation to the development of a key element of 'human capital' – teachers. Graddol² states: *"Building human capacity has become a process of changing an ever-moving target. Rather than achieving well-established goals, it is now about institutionalizing flexibility, creativity and innovation and the management skills required to generate and cope with constant change."* If English language is seen as a key component of the 'global revolution in education', then the way in which English language and English teachers are taught will also need to evolve.

Graddol² highlights the way in which both EFL and ESOL teaching approaches have their roots in the 19th century and though they differ in core purpose, both have a focus on the culture and society of native speakers and in some way 'position the learner as an outsider'. He asserts the way in which 'global English' 'brings new dynamics of power' and necessitates a radical departure from traditional models to those which are much more holistic and integrated and which are based on a different concept of the English language learner. Two examples of the new practice are ELF (English as a Lingua Franca) which is governed by purpose and practical strategies for communication and CLIL (Content and Language Integrated Learning) which is the delivery of other curriculum subjects through the medium of a language which is still being learned.

The Otravista study demonstrated that provider perceptions of traditional models are shifting and it is important to recognise that these are innovations in terms of both concept and practice. However the pace of change in mainstream UK education (public and private sector) is likely to be gradual.

Interviewees were asked to what extent they believed **current ELT models could add value to the practice of teaching in local institutions overseas**. Several cited specific positive features of the 'composite' UK approach, but interestingly almost all asserted that these features related



more generally to good practice in teaching and working with learners rather than being distinct to English language teaching per se:

"Because of the nature of language learning and the acceptance among ELT teachers that input does not necessarily equate with output, personalisation of the learning experience should always be paramount. This 'humanistic' approach could certainly be useful in the wider curriculum."

"As a result of the huge range of different backgrounds and abilities in the ELT classroom, teachers can never assume prior knowledge and must constantly use techniques which will bring out what the student already knows. Techniques such as Test, Teach, Test and Task based learning etc could be useful in the wider curriculum to assess prior learning which may or may not have taken place but which is often presumed."

"I think EFL teaching methodologies were a leading contributor to more student-centred teaching, but these days it would not be right to suggest that we do that any better than other teaching areas - it is more about sharing good practice really."

"In the UK we now have a good student-centric approach to learning but I am not sure that English Language teaching is any different from other areas of teaching now. If you look at Business Studies or Engineering for example, there are differences but the fundamentals of the teaching approach are the same."

"I'm a great believer that we shouldn't be transplanting the UK model what we should do is to use the UK model as an example of how something could be done and then adapt that model to suit the specific requirements in-country."

"The course looks at the UK system and how we deliver EFL, the teachers then can tell us how it differs so we can see the challenges they actually face, because often they have a government-led curriculum and sometimes they are not able to implement the methodology that they have been taught in the UK."

Indeed the interviews clearly indicated that providers are **balancing their business targets with awareness of the importance of adaptability rather than transference and of responding to client needs in more general terms:**

"We had assumptions but going over there has given us the understanding that really helped to shape our planning for future contact in China or over here."

"We have got to understand that there isn't always the need for the qualification we want to introduce. If you compare the contents of some of the Indian vocational qualifications, the Indian courses are actually better but at the lower level craft technician, there is definitely a need to improve quality."

"It's very much about the ability to do differentiated training."

"We put our best and most experienced staff in there so we could actually adjust as we went along. In effect it was an unknown client group and we had to be flexible and able to adapt to their needs."

Section 2.3 considered the level of English competence of non-native speaker teachers of English and highlighted differential views amongst interviewees, in relation to the respective associated responsibilities of UK awarding bodies and of UK colleges involved in delivering vocational courses in partnership with overseas institutions.

The teacher training courses run by UK awarding bodies, including those aimed at the international market, are generally linked to their own qualifications: for example, Edexcel offers a Level 4 BTEC Professional Award/Certificate for Planning and Delivering Vocational Qualifications which is specifically aimed at the staff of its international centres. City & Guilds does not provide any professional development aimed specifically at international providers whilst Education

Development International - EDI (the international arm of the London Chamber of Commerce and Industry) makes available materials to support its centres in 80 countries but no professional development. The awarding bodies are giving consideration to the related issues; Edexcel is exploring the possibility of developing a cadre of local verifiers in its key markets and one of the interviewees reported that his college is involved in negotiations with City & Guilds regarding the establishment of an accredited English language programme for overseas trainers delivering City & Guilds courses.

Some interviewees believed that awarding bodies, overseas institutions and UK colleges should share responsibility for assuring quality and should place a key focus on English language competence. Others felt that the UK awarding bodies should be much more proactive, for example by allowing assessment in other languages. Such measures would obviously require awarding bodies to commit more resources to the assessment infrastructure and this would either increase the cost to clients or reduce their profit margins. However many interviewees felt that if this issue was not addressed, competitor countries would extend their market share.

"We need to do more translating curriculum into native languages and doing examination and assessment in native languages. Awarding bodies have to recognise this if they want to sustain and grow their international markets."



3.2 Motivation for supply

For private language schools in the UK, the training of both native and non-native speaker teachers of English language is a component of their core commercial business and a number offer this service in addition to working directly with English language learners.

Those UK FE colleges which undertake training and professional development of teachers of English also do so mainly on a commercial basis and the business imperative is a major motivator. However, in the case of FE colleges (and perhaps to a lesser extent, private organisations) which offer vocational training as well as English language teacher training, an additional motivator is the enhancement of overseas student achievement on other courses at the college (including the ones linked to UK qualifications) or those delivered in-country. Though the inclusion of an English language element within vocational courses has traditionally been an integrated business element, the impact of developments linked to global English as well as the growth of transnational education is gradually shifting the emphasis to the capacity-building of in-country partner organisations. A number of UK colleges not only are already actively involved in arrangements of this type but are also making significant investments in terms of staff time and other resources (see also Section 3.6)



3.3 Delivery models

The standard model of delivery for the professional development at UK institutions (predictably) appears to be a two to four week course, frequently run as a summer school, which is more convenient for teachers from those countries where summer breaks coincide with those in the UK. Weekly contact hours vary; generally the maximum is circa 25 but this may be higher in the case of some one-week intensive courses. Courses may be delivered via open or closed groups. In the latter case, private schools often have greater flexibility. One FE college offers a sixteen-week part-time professional development programme for teachers, but as may be expected, the participants are mainly UK-based.

Whilst training and professional development was an integral feature of the core business services offered by the private schools interviewed, more than one of the FE colleges interviewed had developed the service from an initial base of direct delivery to students:

"We did a programme of summer schools in general English and then identified a training need on the part of their teachers so we built up a teacher training programme. Over four years, this has expanded to 100 Teachers coming for a four-week programme - three weeks' training and a one week cultural experience."

A number of providers offer cultural activities within their programme and these are perceived by some to be an important part of the business model, for example, one college interviewee reported that, *"there is significant revenue from running cultural trips and economies of scale can be achieved."*

This of course is not necessarily an indicator of the importance placed by clients on the need to understand the way in which the English language is rooted in local culture, but of the market demand for an all-round overseas experience when teachers come to the UK for professional development.

Within the broad delivery models cited above, **providers offer different levels and types of customisation:**

"We have a core programme of 15 hours a week and a menu of options which they can add to the core. This is quite popular so they can do 15 hours of general training but at the same time, they can do some more specific IELTS practice."

"Some of the English we have done is very focused on vocational training so for example, PTLLS⁹ teachers got a vocationally focused course based on language needed to understand vocational training."

"Depending on the length of the course, they do different things – this often includes sitting in on native speaker teachers' classes during the summer."

Classroom observation is almost always included and we focus also on materials collection and adapting the way that these can be used in different contexts – one to one, in large classes, with children of different ages etc., as well as in design of projects."

"Courses include sitting in on classes, peer group review and teaching practice. If the course will benefit from these, there are also activities outside the classroom, but each course is different, certainly for closed groups. We don't believe in prescription."

"We make available a wide range of materials – TKT¹⁰ course book, teacher-devised worksheets, PowerPoint presentations, free resources from internet sites, on-line activities, extracts from commercial EFL course-books for sample activities, extracts from teacher training publications, board games, pelmanism games etc."

"They [the client] establish the course curriculum through negotiation – there is a menu of sessions which can be selected."

"All is negotiated from scratch and so is developed to suit different scenarios."

A key question to be addressed however, relates to the extent of the impact which can be achieved by even a high quality programme, unless it is accompanied by specific support measures related to the respective home environments of the teacher clients.

None of the providers included a focus on English for the workplace within their teacher training/professional development programme offer. Whilst this probably indicates a lack of current client demand, there may be opportunities to stimulate the market for this in some countries, especially where such a focus is consistent with government reform agendas.

Some providers are **already exploring ways in which their existing provision can be adapted to address identified challenges:**

"I have taught two-week intensive programmes and I don't think they have the same impact as a more holistic development programme which can take on board on issues such as lack of facilities in-country like whiteboards, even photocopiers."

[of mentoring by UK staff] *"We aim to have an assigned member of staff probably someone they could also work shadow ... we are working on plans to extend mentoring when they return home via distance learning i.e. through a web site (depending on their level of access) with a blog/wiki to facilitate mutual communication and knowledge transfer."*

"We plan to discuss passing on their learning with them and to look at models for them to cascade their learning to other teachers."

One question which divided the opinions of interviewees perhaps more than any other related to **whether professional development for non-native speaker teachers of English was more effective when delivered in the UK or in-country.**

Many larger private sector providers are moving their teacher training operations in-country. Some respondents from both sectors favoured this approach:

"On a past programme, which has been particularly effective, we sent out teachers for 3 to 6 months to teach staff and students."

"I think a much greater impact can be made by sending a team over for a several months to look at vocational and language skills. Especially at lower levels you can do a lot with just a language team, as they could [also] teach the vocational content without much difficulty."

The majority from both sectors did however, assert that delivery in the UK offers greater benefits:

"I think a work based learning model is best, which integrates

local trainers to shadow the UK trainers so that they can observe English teaching methodologies while developing their English Skills with a vocational focus."

"You might suspect that in-country teaching would be more effective, not just because this is cost-effective but because it is more contextualised, easier to grasp the obstacles and requirements etc. However, this might not be so. Taking people out of their environment allows them to learn by doing, by seeing what is being done and by being inspired. They are arguably more likely to open up more completely and possibly, to be more receptive to ideas and methodologies which would certainly need adaptation to be effective in their own countries but which, when teachers are at ease in a distant, foreign and therefore less-competitive environment, might lend themselves to more thoughtful adaptation. This may not be possible in-country with the local pressures and, importantly, the lack of time for consideration at the end of the day."

"Teachers are usually women and, perhaps particularly in many PMI2 countries, have the bulk of the traditional roles to fulfil in the home. The time for reflection and consideration is scarce."

[of mixed teacher classes in the UK] *"The spark found in classes from interaction with other teachers, not just in similar but also in very different classroom environments, is extremely important – supportive because the environments are different and therefore not competitive but unifying in the sense of vocationally-related, i.e. professionalism. Most are little different in what brought them to the job, even if their working environments are very different."*

Use of technology in relation to the training of non-native speaker teachers of English may be divided in broad terms between **that which is utilized within the classroom environment as an aid to learning** (and thus is demonstrated to the teachers during their CPD) and **that which itself serves as a channel for of the delivery of professional development** for the teachers (ranging from email correspondence with peers and tutors to a fully online experience). It is beyond the scope of this paper to detail the complex issues relating to each point on this spectrum, but some key conclusions can be drawn from the interviews, which are relevant to the focus of the study.

Most of the UK providers interviewed were demonstrating the use of interactive learning technology within the classroom to the teachers, though the impact of this would inevitably be inhibited by the level and nature of the facilities in the home context as well as by the organisational policy of the schools).

Some interviewees also commented on **the use of technology in the delivery of the professional development courses themselves:**

"Computer assisted language learning sessions are commonly included. There is a separate web site specifically for online learning but this is not used as part of any specific course."

"The provision is not online although ICT is used commonly in courses – both for materials research and as a teaching tool."

"We deliver using the smart-board but when teachers go back they don't have these."

"The courses do not have online components – although a lot of



our material is available online."

"We are looking to adapt delivery models in the light of new technology."

One of the colleges interviewed is currently piloting a radical 3D and 4D teaching tool within its vocational courses and is confident about its potential transferability to an English language teacher training context. The tool can be used not only to develop interactive learning resources also to support training in teaching methodology through enabling distance observation and real time interaction. Use of the software is integrated into professional development for teachers. However, utilisation of this model crucially depends on standardised technology among users which is likely to render it infeasible in some contexts, especially in remote regions,

Some colleges are also using technology as a means of extending support for and collaboration with the English language teachers undertaking continuing professional development:

"Some exercises and items of interest were used from on-line sources. Email communication was available during the course and has been available since the course ended, as a means of offering on-going support and advice to any of the cohort, if they wish to take advantage of it."

Some however, were finding that this approach presents challenges:

"We have tried on-line support with other VET programmes and staff development on-line but in practice it was us who ended up making all the online materials and we saw no return or signs of development at their end."

Access to the appropriate technology for the teachers once they returned to their own countries was again, a key issue here:

Our VLE is accessed by people overseas - but net access is an issue. I am not sure if they access it from home or from an institution address."

"Even in the Middle East there are issues but we get around that because we use a British Council portal."

[of a China context] *"We have learnt from the first course here - the technology is racing ahead but in reality, the younger teachers who are more open to new technology are the only teachers who have contacted us by email."*

The opportunities and the challenges relating to the use of technology to support both language students and the professional development of non-native speaker teachers do however, need to be considered in context of the wider debate about online and blended learning models.

A respondent to the JWT study¹ asserted:

"People don't learn languages through technology; they use technology to complement face-face classroom-based learning. The idea that people will learn English 100% online

hasn't worked - the dropout rates for people doing language learning 100% online are enormous - there's little sense within the profession that 100% online learning for language skills is a goer... "

This accords with the views expressed by a number of the interviewees for this study, for example:

"Online will co-exist and supplement face-to-face training. There are many ways to deliver speaking – such as via broadband width and video conferencing. However, there will always be a segment without access to the web, and many who prefer face-to-face instruction."

However, the JWT study¹ predicts that the likely worldwide availability of broadband available within the next 15 to 20 years will impact significantly on the English teaching market, and that the improvement of the online learning experience as a result of technological advances will gradually erode current levels of reluctance on the part of learners. This has potential implications for both delivery to learners and the focus and nature of teacher training.

Interviewees also made a number of general suggestions relating to the critical success factors of the UK delivery model:

[of a China context] *"We use a pre-course survey to pose a set of questions to the delegates to find out more about their environment There are challenges in introducing a student focused approach in classes of that size but it can be done through group work and using UK students [as assistants] within the groups. They have done a lot of things in terms of out-of-hours assistance for students."*

"The key elements in effective delivery include a pre-assessment IELTS and an in-house English test; a structured programme with no vague areas, translation of all materials to make it easier for the teachers cascade to colleagues without having the problem of arranging good translation."

"Cascading: 20 to 30 Chinese teachers tend to come from February to March then they go back and run a similar course in the summer for teachers in their province."

"We do a formal evaluation (looking at the teaching itself, cost, etc.) at the end of every programme with all the teaching and management staff and adapt things accordingly."



3.4 Accreditation

Interviews revealed that the accreditation of the professional development courses for non-native speaker teachers of English provided by both FE colleges and private providers varied, as did their perceptions of the importance of this accreditation to their clients. Many of the FE colleges are basing the design of their programmes on the (relatively new) **framework for teaching in the lifelong learning sector** which partly evolved from the FE workforce reform plans of 2004.

"We used the PTLLS programme documentation as the basis for designing the English programme."

"The vast majority of our models are based upon new PTLLS, CTLLS¹¹ and DTLLS¹², standards."

The level 3 or 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) emerged as the most common accreditation-related frameworks used by interviewees. However, the clients were not receiving the actual qualification, partly as a result of the courses not being long enough for them to meet the accreditation criteria. CTLLS (Certificate in Teaching in the Lifelong Learning Sector) and DTLLS (Diploma in Teaching in the Lifelong Learning Sector) courses which include substantial elements of observed teaching, could not be delivered in full during short continuing professional development programmes. This may be possible to arrange however, via partnerships between the UK colleges and clients' employer institutions or other appropriate organisations in their countries.

Another accreditation route frequently used by both FE colleges and private providers is the **Certificate in Teaching English to Adults (CELTA)** and in most cases, the full certificate is offered. It is significant that both this and the Lifelong Learning qualifications cited above are intended as

vehicles for initial training rather than continuing professional development. Initial teacher training does not accommodate preparation for the management responsibilities which accompany career progression. The use of CELTA with practising teachers from overseas largely reflects what is frequently a limited engagement with UK teaching methodologies on the part of the target clients. Furthermore, whilst CELTA is an internationally recognised and specifically focused English Teaching 'starter' qualification, PTLLS and the other Lifelong Learning accreditation options are rooted in wider UK perceptions of the teacher-learner relationship, concepts of good practice and equality and diversity. Within the framework of lifelong learning qualifications, English language (defined as ESOL is categorised as part of 'Skills for Life'¹³). The use of PTLLS as an appropriate vehicle for professional development of non-native speaker teachers of English is a complex issue which has yet to be comprehensively evaluated.

The **Teacher Knowledge Test (TKT)** was another accreditation option used by both private and public sector interviewees and more than one reported that this is popular with the target clients. TKT's focus on knowledge of the language as well as pedagogic choices and methodology makes it especially appropriate to non-native speaker teachers (who are required to have at least IELTS level 4 competence in English). However, its current focus is possibly too limited to support continuing professional development.

Some colleges and private providers offered **only a college/school certificate** for their CPD programmes. Interviewees from some high profile private schools asserted that their certificates are greatly valued in the international market. This model is often one of high customisation and low regulation



and is largely dependent on the reputation of individual organisations in international markets. This could result in a compromise of quality, but it should be acknowledged that FE colleges and private schools which are regulated via other channels such as *Accreditation UK*¹⁴ apply the same rigorous standards to customised courses as to those which carry external accreditation.

Though some are considering doing so, none of the colleges and private schools interviewed are as yet implementing **Content and Integrated Language Learning (CLIL)**, defined by the CLIL compendium⁹ as, 'a dual-focused educational context in which an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content'.

Cambridge ESOL¹⁰, which offers CLIL as an optional module of TKT, asserts: "*The global need for language learning, particularly for English, means the potential for CLIL is enormous. For teachers of other curriculum subjects, being able to add language teaching to their existing skills could be the key to greater career opportunities. For language teachers, an understanding of how to teach a broader range of curricular subjects is a challenge for the 21st century.*"

UK awarding bodies for vocational qualifications do not currently offer any initial or CPD courses for overseas teachers who are supporting delivery of their qualifications. Edexcel and City & Guilds are both planning to do so but in the case of the former, the provision will not include an English language teaching element.

The views of interviewees on the value of the accreditation to their clients varied, for example, one college representative emphasised the significance of awards and

associated ceremonies in some cultures but felt that college certificates were often sufficient for this purpose and another asserted that devising customised programmes to meet client needs was a higher priority.

A private school interviewee stated: "*Certificates are extremely important. Internal certificates are fine but a number of state school teachers coming to the school had been told that if they got an externally awarded qualification (Trinity Certificate in TESOL in this case), they could look to double their salaries. This was borne out by others who came to UK and gained external certificates, anecdotal evidence suggests that they returned to Brazil and were applying and getting jobs at four or five times their previous salaries.*"

The same interviewee highlighted the issue for UK institutions, of **competition with in-country providers of English language teacher training offering international accreditation**, which in some cases (the example cited was the *Cultura Inglesa* in Brazil) could be powerful organisations. He asserted that monopolies are more likely to exist in developing countries.

Inevitably, the situation regarding the value, currency and practical benefits of external accreditation vary between countries. **However, none of the colleges, private language schools or awarding bodies responding to the survey had been involved in developing programmes which offered dual UK and local accreditation.** This approach (which has been applied to vocational training) could contribute significantly to the embedding of new skills and methodologies as well as to enhanced intercultural understanding, the minimising of threat from in-country awarding bodies and the growth of new partnership and business opportunities for UK providers.

3.5 The role of the British Council

The British Council (BC) is involved in a very wide range of activities relating to the delivery of English language learning to many different client groups all over the world. The BC services some 500 English language learners, via more than 2,000 teachers and in excess of 80 teaching centres in over 50 countries. It also works in partnership with a number of UK examination boards to help them promote their qualifications overseas.

In addition to direct delivery, a suite of twelve online 'products' is currently offered by the BC, six of these suites target learners and the remainder are designed for teachers.

The suites for learners include an extensive range of materials accessed via '<http://www.britishcouncil.org/learnenglish>' including (for example) specific content for speakers of particular languages (e.g. www.go4english.com – online English language learning for speakers of Arabic), students, professionals, peace-keepers, children, parents and others. The BC also runs the **ELTons** (British Council Innovation Awards Scheme) which recognises outstanding new language learning products and services as well as pioneering research which has clear practical benefits for English language teaching.

For teaching professionals, language assistants and managers, the BC portal, <http://www.teachingenglish.org.uk> (a collaboration with the BBC) provides access to a range of products to assist various types of practitioners (for example) in the utilisation of learning technology, the appropriate use of language in the classroom, planning and resource development.

The portal also links to **ELTeCS** (<http://www.britishcouncil.org/eltecs>), the BC's 'English Language Teaching Contacts Scheme' which is a teacher development network through which ELT professionals can make new contacts, share

information, build their knowledge and create partnerships.

The Council's '**Connecting Classrooms**' (<http://www.britishcouncil.org/learning-connecting-classrooms.htm>) is a global programme which creates partnerships between clusters of schools in the UK and clusters of schools in other countries with the aim of promoting intercultural understanding amongst young people. There is also a professional development element to this product as training and support materials are available to teachers to prepare them for working in an international context.

Professional networking is a key resource for teachers. However, no data is available on the use of BC or other global professional networks by non-native speaker teachers of English. Due to the issues highlighted earlier in the report, it may be reasonable to assume that specific support and encouragement would be needed to ensure that these teachers are able to fully exploit the benefits of such networks.

Products such as the BC '**Transform**' range for teacher development, are tailored to the needs of and also presented in different ways for, various audiences: for example the BC (working with appropriate partner organisations) offers advice and consultancy to international policy-makers who might be involved in the reform English-teaching operations within their countries.

With a specific focus on the development of non-native speaker teachers overseas, the Council runs the '**Hornby Programme**' (supported by the Hornby Trust which was set up in 1961). This has enabled hundreds of English language teachers from countries in transition to develop their expertise through postgraduate courses in ELT and (applied) linguistics at UK universities. The Hornby 'scholars'



and alumni subsequently undertake ELT projects in their own countries and 'cascade' the knowledge and expertise that they have gained from their involvement in the programme.

The Hornby scholars themselves usually have high academic qualifications which enable them to participate in postgraduate training. It may be useful to explore the possibility of utilising a similar model to support cascading at regional level in selected countries, via the training and development of a wider range of ELT staff within the regions. It is envisaged that the BC would be a key partner in such an initiative.

The Council also runs a number of special programmes and projects targeting English teachers within different countries or regions. Examples from recent years include the following:

- A project to improve the teaching of English in Kosovan primary and secondary schools: this supported the Kosovo Ministry of Education with in-service teacher development and curriculum development and focused on a group of local teachers who were in the process of becoming trainers for their colleagues. The BC also supports the Kosovo English Teachers' Association (KETA)
- The British Council's English Language Networking Project, Near East, North Africa Region (NENA): This was implemented in Lebanon, Morocco, Syria and Tunisia and aimed to improve ELT in these countries by training (school) teachers to exploit BC web-based resources. The programme included a series of teacher training workshops as well as a Hornby summer school to support sixteen teacher trainers with planning for 'cascading'
- Training of Cuban teachers as part of the YES! Project: twenty Cuban teacher trainers were trained on the 'TKT Essentials' in order that they could become tutors for other English teachers around the country. The first stage of the 'cascading' was scheduled for January to May 2009
- 'Road-map' for teachers of English in Mainland China and Hong Kong: The Council is currently undertaking research to underpin this resource which will, "*identify and justify an approach and range of [BC] products to be used to enhance teacher capacity*", as well as achieving continuity with existing support initiatives.

The British Council is also developing an initiative called **'English for the World of Work'** (EVoW) as part of its 'global product' **'Skills for Employability (SfE)**. This initiative aims to develop English language skills, as well as the teaching methodologies and materials used in technical vocational schools to support student-centred learning and increased awareness of the English-language related needs of industry and economic sectors. Notably in relation to the focus of this report, EVoW aims to support "*A system of professional partnership between English language teachers and vocational subject teachers*". This approach was piloted in Turkey via the BC's **Skills@Work** programme (which targets South East Europe within 'global product', **Skills for Employability - SfE**) in collaboration with the Turkish Ministry of Education and with a focus on the tourism sector. A core group of materials developers, (consisting of English language teachers and subject specialist teachers trained in developing materials for content and language integrated learning - CLIL) has been established. EVoW is now being further developed via English and Exams within the BC.

The fact that the British Council is itself a competitor to UK ELT and teacher training providers in international markets needs to be acknowledged. However, the BC is committed to the principle of partnership working to deliver many of its services and the potential for increased collaboration in this area could be explored further. This is especially in true relation to colleges and the private sector as a number of the BC products and projects cited above (from which much can be learned) primarily have a schools focus. Significant co-operation between the BC and FE colleges has already taken place in the vocational skills area.

3.6 The partnerships model

A number of UK colleges and private providers interviewed for the study are already working with overseas partner organisations, either language schools or employers.

As a result of shared ownership of the objectives being established, this can help considerably to establish organisational level support for the teachers when they return home. Interviewees reported for example:

"In China, the partnership with the ship-building company ensures continuous evaluation of the course."

"It is important to maintain the relationship so we can use visits to check on progress and suggest ways to take things forward."

"We opened the teacher training centre 5 years ago in partnership with the Chinese. The partnership aspect is extremely important in China in terms of 'working with' rather than imposing, looking at the outcomes needed on the ground and combining methodologies."

The fact that this approach offers many potential benefits is supported by the JWT study¹ which identifies public-private partnerships as a key area of future opportunity for ELT providers as well as by the experience of the *PMI2 FE Partnerships Fund*¹⁵ and other EU and UK international funding programmes (such as *Leonardo da Vinci*,¹⁶ *UKIERI*¹⁷ and *Skills for Employability*)¹⁸ which have pump-primed a range of collaborative ventures between UK FE colleges or learning providers and organisations in other countries.

Transnational college partnerships can offer a holistic support model within a long-term capacity building relationship, with the added value of a vocational context for the practice of English language teaching. This model helps to counter the disadvantages of a short-term engagement, which include for example, insufficient time to develop common understanding and trust and for genuine mutuality of benefit (which is very important in some cultures) to evolve from the relationship.

Some UK institutions do become involved in these relationships for reasons other than commercial, such as a commitment to supporting developing countries but in doing so may for example, generate a range of related opportunities for staff and students. One college reported:

"We have a new approach to internationalising the college to benefit our own students as well as partners."

The role of UK government departments and national agencies in supporting such partnerships is significant, as the linking of initiatives and programmes to inter-governmental agreements and frameworks for international VET systems reform can greatly increase their chances of being embedded and thus, their impact.



However, **though partnership working can offer significant benefits, it also presents challenges which must be taken into account in terms of planning and design.** One of the colleges interviewed stated:

"Partnership failure sometimes arises from poor understanding of the overseas partner's culture and systems etc. We realised the need to invest more time and resource in project development (you cannot rely on the International Manager alone, to do all the setting up). Teaching staff are now more involved in negotiating partnerships and in exchanges, to enable them to understand other cultures. We use the Digital Knowledge Exchange for conferencing and one-to-one discussions in order to develop more effective delivery."

Whether the aims are commercial or not, the partnerships and related projects need to work as a 'business model' and become self-sustaining in short to medium term. The level of resource requirement can be an issue. Colleges asserted for example:

"It all comes down to money, certainly our problem is we are running very lean so there are limitations on when we can do this [because of staff and overheads costs]."

"Projects are very expensive in terms of in-kind costs - these are nearly double the £25K grant received from PMI2."

Conclusions and recommendations

4



A range of evolutionary factors linked to the emergence of 'global English' such as changes to the world economy and hegemony, the continued development of new technologies and the shifting international profile of English teaching, is having a radical if gradual effect on the UK ELT market.

Though the current UK ELT market is not showing signs of decline, UK providers need to position themselves to respond to these changes and to maximise new areas of opportunity, including training and support for non-native speaker teachers of English.

The providers themselves can in fact play a proactive role in the 'evolution' via their domestic and international partnerships, stimulating the market for new products and designing their provision to address some of the key challenges faced by their clients. In doing so, the prospect of change may be transformed from a potential threat into an opportunity.

Evidence gathered via this study suggests that UK FE colleges and private language schools have a high level of awareness of the issues and barriers faced by teachers and institutions in their target countries; they are demonstrating adaptability and are offering a good standard of customer service. However, a tension exists between the commercial imperative for providers to respond to immediate market demand and the need to prepare for a medium-term shift. **Whilst the current ELT professional development offer for overseas teachers may be largely demand-led rather than supply driven**, the overall models of provision are still quite traditional and the **vision is still short-term**.

The following conclusions emerged from the study:

- **Cascading and embedding of the outcomes of professional development programmes for non-native speaker teachers of English is a critical success factor in maximising their impact and is key to their legacy and sustainability.** At present, UK providers themselves are offering only a modest amount of post programme support for institutions and teachers, to support these processes at operational level.
- **The British Council has proactively utilised the 'cascading' approach via some of its teacher training/professional development programmes in different countries, but specific initiatives are often mainly schools focused.** There is still a huge amount to be done and there is scope for collaboration between the BC and other UK ELT providers to this end
- **The British Council and other organisations run global professional networks for ELT staff and though these are a valuable resource, the extent to which non-native speaker teachers are making use of such networks is currently not known.** It may be that some non-native speaker teachers may need additional support in doing so and that a greater number of local or regional special interest networks are needed to offer first-line support
- **Though the limitations of technology in relation to some countries and regions within these must be acknowledged, this remains a key factor in the future development of ELT.** In the meantime, creative solutions to working with clients who have restricted access to technology (e.g. those in remote regions or developing countries), need to be sought
- **A focus on English for the workplace is not commonly included within teacher training/professional development programmes offered by UK providers and synergy with vocational training is not being fully exploited.** These will be important developments for the future, in the light of the fact that the motivation for overseas governments to encourage the learning of English is mainly linked to economic factors
- **Links to local accreditation could help to minimise competition with in-country providers as well as contributing to the embedding of programme outcomes and there is currently scant evidence of this in relation to English language teacher training courses offered by UK colleges.** There may also be a need for new accreditation routes and greater differentiation of initial training and professional development products for non-native speaker teachers of English
- **Only pockets of innovation exist at present in relation to all of the above**, and indeed positioning for change has a cost and resource implication for providers
- **International college partnerships can make a significant contribution to all the above by providing a holistic and durable support model for overseas institutions** (this approach has already been tested in the vocational

context). However any such partnership needs to be commercially viable or otherwise sustainable

- **New partnership models, for example public-private, FE-HE and those which involve colleges or language schools offering 'wrap-around support' for online products, may all offer possible routes to addressing some of the identified challenges.** Private language schools in the UK are not currently realising the potential benefits of institutional partnerships, to the same extent as FE colleges and there is an opportunity for them to engage further with government and public sector agendas in order to increase rather than compromise business benefits
- **Only large-scale strategic and well-resourced interventions can make a lasting difference in relation to some of the challenges outlined.** The impact of initiatives will continue to be limited in some countries without the involvement of national or regional governments to ensure that the innovation becomes part of a reform programme, and this emphasizes the benefits of multi-agency collaboration
- **Inclusion of English language concerns within PMI2 have hitherto been focused mainly on the 'supply side' or on targeting language learners rather than teachers.** However, as English language competence is significant to international student achievement on HE and FE courses in the UK, the issues explored within this study are very much relevant to the core objectives of PMI2 and other UK international funding programmes.

The following recommendations have arisen from the research and have also informed the specification for up five college partnership pilot projects, which can be found at **Appendix 2**.

For PMI2 and UK government policy:

- The issue of professional development for non-native speaker teachers of English should be taken into account within inter-governmental policy dialogues and included more explicitly within co-operation agreements and international collaboration on systems reform.
- Further research should be commissioned into the way in which the issues identified relate to specific PMI2 countries and other key countries, such as those targeted by UK international aid programmes
- PMI2/other UK international funding programmes should support some substantial multi-layer/cross-sectoral partnership projects involving national or provincial governments in key target markets. **This approach is crucial to the impact and sustainability of the initiatives and consideration should be given to nominating groups of key personnel as 'champions' within regions or areas. With strategic and practical support from their employers and relevant authorities, 'champions' would undertake the CPD and 'cascade' the outcomes of the learning to their peers.** Much can be learned in this respect from previous BC initiatives but partnership with UK ELT providers could extend the scope and reach of the models used
- Local/regional networks consisting of the teachers themselves and involving key public agencies and employers, should be further encouraged and supported in order to enhance the above and technology should be used as fully as possible to facilitate these
- Funding programmes need to recognise the need for larger-scale and longer-term interventions for maximum impact. However they should also continue to support international college/provider partnerships as these can play an important role in development at operational level, through the piloting of new approaches
- Funding programmes should place greater (though not exclusive) emphasis on the potential benefits of public-private sector partnerships and on how the private sector may be more effectively engaged in partnership models
- Initiatives to support dual accreditation (that which is relevant to the host country together with international or UK awards) or formal joint recognition, in relation to initial training and professional development for non-native speaker teachers of English should be included within the priorities of relevant funding programmes.

For UK national agencies* and their partners:

- The (possible) requirement for new types of accreditation and/or support for providers in developing new programmes and pedagogical approaches to meet the needs of non native speaker teachers of English and the changing market should be explored, and the adoption and adaptation of relatively new products such as Content and Integrated Language Learning (CLIL) should be encouraged
- Support for the development of new types of collaboration between supply-side organisations and between UK ELT providers and international organisations should be increased, in order to promote innovation. Models could include for example, UK colleges assisting non-native speaker teachers of English with utilising the British Council materials and on-line resources via institutional partnerships
- The potential benefits and feasibility of establishing a **Chartered Institute for ELT professionals**, both those based in the UK and overseas/non-native speaker teachers of English, should be explored. This could potentially become the body to set professional standards across the industry and to establish an accreditation and quality framework to which other organisations around the world could become aligned. It would also support career and continuing professional development and by working in partnership with other organisations, it would take account of the differentiated needs of UK and overseas teachers.
Note: This would complement not duplicate relevant peer-networking services and resources already provided by the British Council, the International Association of Teachers of English as a Foreign Language (IATFEL), the Association for the Promotion of Quality in TESOL (QuiTE) and others

* Associations, relevant awarding bodies, those working in the area of or managing the funding of international cultural relations and development

For colleges and private language schools:

- Providers of professional development for non-native speaker teachers of English should work more strategically to position themselves for market change, including via new types of alliances with each other, materials suppliers, higher education, awarding bodies, employers and national agencies
- Private language schools in particular should explore the potential of institutional partnership models and providers of all types should further investigate the potential of private-public sector collaboration
- Institutions should constantly evaluate their provision and strive to develop differentiated approaches to address client needs
- As far as this is feasible in terms of business models, continuing support for clients should be costed into professional development programmes and this should be promoted as a positive feature of the offer.



References

1. 'A Review of the Global Market for English Language Courses', 2006 (JWT Education for the British Council)
2. 'English Next', 2006 (David Graddol –for the British Council)
3. 'Going Global? UK FE/VET Opportunities in the International Market' 2008, (University of Warwick's Institute of Employment Research for the Association of Colleges)
4. *UK Transnational Education in China and Hong Kong, 2007* (Sheffield Hallam University's Centre for Education Research and Social Inclusion, for the British Council)
5. 'New Skills for Saudi Arabia', 2006, updated 2008 (Adult Learning Inspectorate/Beyond Standards for the British Council)
6. 'English Language Teaching in Chinese Universities in the Era of the World Trade Organization: A Learner Perspective', 2007 (Weihua Luo, RMIT University, Melbourne)
7. 'The Future of English', 1997, updated 2000 (David Graddol –for the British Council)
8. *Managing Teachers: The centrality of teacher management to quality education. Lessons from developing countries*, 2008 (CfBT Trust and VSO)
9. www.clilcompendium.com
10. www.cambridgeesol.org

Footnotes

1. British Council 'English for the Workplace' symposium, Bahrain, 2007 brought together a wide range of Ministry representatives, employers, universities and vocational training providers from within the target countries, to explore a range of issues related to language skills for the workplace and working internationally for countries of the Middle East.
2. **EFL** – English as a Foreign Language
3. **ESL** – English as Second Language (also ESOL – English for Speakers of Other Languages)
4. **LI** – English language teaching term which refers to a learner's own language rather than the target language being learned
5. **PPP** – Abbreviation of a term for a feature of English language teaching methodology, 'Present, Practice, Produce'
6. **CPD** – Continuing Professional Development
7. **Content and Language Integrated Learning (CLIL)** relates to "an evolving approach to teaching and learning where (vocational) subjects are taught and studied through the medium of a non native language". (Cambridge ESOL). Graddol differentiates between CLIL and simple delivery via the medium of a non-native language by asserting that in the case of the former, "the language is still being learned" and that CLIL can also "be regarded the other way around – as a means of teaching English through study of a specialist content".
8. **IELTS** – International English Language Testing System: "IELTS is the world's proven English test. Over 1.2 million candidates take the test each year to start their journeys into international education and employment." (www.ielts.org)
9. **PTLLS** – Level 3 /4 Certificate in Preparing to Teach in the Lifelong Learning Sector
10. **TKT** – *Teacher Knowledge Test* (Cambridge ESOL) - This focuses on both the subject and language knowledge teachers will need in their professional lives (British Council)
11. **CTLLS** – Level 3 / 4 Certificate in Teaching in the Lifelong Learning Sector
12. **DTLLS** – Level 4/5 to 7 - Diploma in Teaching in the Lifelong Learning Sector
13. '**Skills for Life**' – Collective term used by some practitioners to describe the literacy, language, communication and numeracy skills adults need in their real lives. (LSIS 'Excellence Gateway')
14. **Accreditation UK** – the quality assurance scheme for the UK ELT sector which is run by the British Council and English UK
15. **PM12 FE Partnerships Fund** – Ring-fenced fund within the Prime Minister's Initiative for International Education which is co-managed by the British Council and the Association of Colleges and which supports UK colleges in developing international partnerships.
16. **Leonardo da Vinci** – Strand of the EU Integrated Programme for Lifelong Learning which "links policy to practice in the field of vocational education and training (VET)" (European Commission)
17. **UKIERI** – UK-India Education and Research Initiative managed by the British Council
18. **Skill for Employability (SfE)** – British Council ('global product') programme which aims to raise the profile and quality of vocational education and training – this is currently being rolled out across BC regions

Appendix I

Methodology

Stage I:

A short questionnaire (Fig I) was used as a means of collating headline information and identifying appropriate organisations for follow-up interviews. This was distributed to all English UK's Further Education and private provider members and was also circulated to AoC's member colleges.

Fig I

Professional development for non-native speaker teachers of English

Research questionnaire

Research is being undertaken into how international college/language school partnerships could provide opportunities for professional development for non-native speaker teachers of English. English UK, with support from AoC, has been granted funding from PMI2 to carry this work.

We are aware that a number of colleges and private language schools have an understanding of the related issues and have undertaken some relevant activity and we would like to hear about this.

The first stage of the field research is to gather information relating to the views and experience of providers of English language training and teacher training, via the short questionnaire below. Based on the information supplied, some organisations will be asked to participate in a telephone or face-to face interview to provide further details.

The research will inform the design of a specification for up to five projects which will receive a PMI2 grant to test different approaches. Institutions will then be invited to submit proposals to undertake these pilot projects.

Please note that the research and pilots will focus on PMI2 countries for which English is not the main language spoken. The complete list of PMI2 countries is: *China; Hong Kong; Malaysia; Japan; Korea; Taiwan; Vietnam; Singapore; Thailand; India; Pakistan; Sri Lanka; Bangladesh; Nigeria; Ghana; Mexico; Turkey; Brazil; Russia; Gulf, Saudi Arabia; USA, Canada and Australia.*

However, we are also very interested in hearing about approaches and methodologies which have been developed via European programmes and which may be adapted for use in the wider international context.

I Contact information

Name of contact completing the questionnaire:

Job title:

Telephone number and extension:

Email address:

Name of main contact for this area of work (if different from above):

Job title:

Telephone number and extension:

Email address:

II Does your college provide English language training for?:

- International students at your college
- International students in their own countries

III Please provide details in the box provided for those statements below which are applicable to your college and expand the boxes as required. Please ensure that you refer to models and methodologies used and state whether online learning was a component of the programme.

(i) Your college currently provides training of any kind to non-native speaker teachers of English language who are resident in other countries

(ii) Your college already works in partnership with colleges/institutions overseas on activities to prepare students for study on UK courses in-country or in the UK

(iii) Your college has provided staff development/capacity-building activities for staff of international partner colleges or companies via models which may be adapted to the context of English language teaching

(iv) Your college has worked with any UK awarding bodies to address barriers to assessment and achievement posed by English language competence requirements

(v) Your college has been involved in the development of innovative approaches of any kind which might inform the research or has relevant experience or knowledge of such practice

IV Does your college work with any UK awarding bodies to provide accredited training for the following (please state which in each case)?:

- International students at your college
Awarding Body:
- International students in their own countries
Awarding Body:
- Teaching staff from colleges in other countries at your college
Awarding Body:
- Teaching staff from colleges in other countries, in their own countries
Awarding Body:

V Does your college run any joint vocational or Higher Education programmes in collaboration with colleges overseas? If so, please provide brief details, including of location of delivery and accreditation

VI Are you aware of any of the PMI2 countries in which professional development for non-native speaker teachers of English is particularly needed and/or of any factors which would help or hinder this process in relation to specific PMI2 countries?

VII Please complete either a) or b) below, whichever reflects your views:

a) International college partnerships can provide an effective vehicle for the professional development of non-native speaker teachers of English, but the following issues need to be taken into account (list in box below):

b) International college partnerships cannot provide an effective vehicle for the professional development of non-native speaker teachers of English for the following reasons (list reasons below):

Please return this questionnaire by email to:
otravistamail@yahoo.co.uk

Stage 2:

A series of telephone interviews were then carried out with 16 provider organisations/consortia which had been involved in innovative and relevant activities, as a basis for detailed analysis. The selection encompassed a range of models in terms of (PMI2) country, target learners, type of provider organisation(s) and training aims. In the case of private language schools, priority was given to those which have an overseas as well as a UK-based operation.

Interviews/consultation were also undertaken with key stakeholder organisations including the British Council (various departments), Lifelong Learning UK and UK awarding bodies which accredit English and vocational skills and teacher training.

The enquiry framework at Fig 2 was used as the basis for the telephone interviews with providers, in order to gather comparable information. However, this was adapted during the dialogue as was appropriate to the type of provider organisation (including in terms of the services offered and business focus) and the way in which each conversation progressed.

Fig 2

Enquiry Framework for Telephone Interviews

Part I: Activities

Elicit details of the relevant activities in which the college has been involved:

- What was the target group/country?
- What was their level of English?
- Did they have any local qualifications?
- What were the key features of their current practice, before the professional development took place (e.g. re class size, use of rote learning, level of interactive activity, nature of materials)?
- Was the professional development delivered in the UK, in the target country or both?
- What methodologies were by the UK institution to deliver the training?
- What was the mode of delivery (intensive/extensive and if so over what period/size of group etc.)?
- What equipment/materials were used by the UK college to deliver the professional development?
- Was any formal assessment and or accreditation included? If no, how was progress/achievement (distance travelled) measured?
- Was any follow-on support offered by the UK institution (and if so was this formal or informal)?
- Was any element of the delivery or support provided on-line?
- Has there been any evaluation of the provision and are reports available? If so, does this include any follow-up monitoring to see how the 'learners' have been using the experience within their work situations?
- Was the provision part of a wider project? (If so, request details)
- Has the language teacher training provision been integrated with the delivery of vocational training within the target college?
- Was a means of subsequent 'cascading' within the learners' workplace factored into initial plans?
- Which staff (titles not names) in the UK and the partner institution were involved in planning, managing and delivering the provision?
- How was the provision funded? Were any grants from the UK or overseas government, funding programmes or other sources used to subsidise?
- Could the institution provide some information on overall and unit costs and any specific issues to note here (e.g. were the costs of any elements under-estimated? Were some desirable features prohibitively expensive and therefore excluded?) NB Need to be aware of commercial-in-confidence issues
- Was the provision (i.e. the teacher training) designed and/ or delivered in partnership with any public or private overseas organisation (i.e. other than the recipient organisation where applicable)?
- What is the UK institution's perception of what worked well and why?
- What were the barriers to success in relation to each element (with reference to the UK and partner organisation as well as the external environment)?
- Are there any circumstances relating to the country/provincial context which should be noted (e.g. strong government support for English language learning, English regarded as less important for vocational trainees, preponderance of private language schools etc.)

- Are there further relevant examples of activities in which the institution is involved (i.e. in addition to those cited in the questionnaire response)?
- What is the institution's perception of what could be done to further develop this area by the college itself, national organisations, the UK government?

Part II: General Issues

Obtain interviewees' views on the following statements:

- English language preparation is often needed for students planning to study for UK qualifications in their own countries
- A lack of English can present barriers to achievement for learners studying for UK qualifications in their own countries and for those undertaking courses at colleges in the UK
- A lack of English prevents international learners from integrating fully with UK-resident learners outside the learning environment and thus from gaining the wider benefits of a college experience
- UK colleges receiving international students should play a role in raising the English language ability of learners before they undertake those colleges' courses **OR** - It is not the responsibility of UK colleges receiving international students to raise the English language skills of those learners, prior to enrolment
- Learners with insufficient English language competence to achieve on courses at colleges in the UK create resource issues for those colleges
- In-country English language preparation is often needed for students planning to study in the UK in the case of specific countries (please state which)
- English teaching methodologies used in many public sector colleges overseas are frequently outdated (e.g. classes are large and limited use is made of group work, interactive techniques, technology and learner support)
- ELT techniques are professionally advanced and should be extended for use in the wider curriculum
- Existing UK accreditation models for teachers of English language (RSA, PGCE etc.) have disadvantages/limitations (*what are these and why?*)
- Teachers of English language in public sector colleges overseas are very often not native speakers and sometimes do not have a sufficiently high level of language competence (*probe for views on level of language competence needed, how important is this in view of the growth of English as a 'global language'*)
- Teachers of English language in public sector colleges overseas frequently do not have access to continuing professional development
- The level of English of teaching staff at overseas institutions commonly presents barriers to student assessment in relation to UK awarding bodies' courses
- UK awarding bodies themselves should be taking action to address language problems as barriers to achievement and assessment
- Many students in PMI2 countries cannot afford to attend private English language schools.

Stage 3: The content of the report was developed from the outcomes of both the postal and the telephone research, supplemented with significant desk research.

The research also informed the specification for up to **five 'pilot' projects**. These would be designed to test possible approaches and 'solutions' in response to the client needs and gaps in provision which had been identified, as well as the potential added value of the 'international partnerships' model. See **Appendix II**.

The outcomes of these pilot projects together with the general recommendations arising from the research, will hopefully be used to inform future planning in relation to PMI2, other UK international funding programmes and relevant policy and practice.

Appendix II

PMI2 Grants for five pilot projects were made awarded via competitive bidding against the specification at **Fig 3** below. The assessment panel consisted of:

Mark Rendell	English UK
Lee Knapp	Cambridge ESOL
Diane Mullen	Association of Colleges
John Mountford	Sussex Downs College (peer representative)
Sue Rolfe	Joint International Unit

The total budget available for the five pilot projects was £75,000. UK FE colleges and private language schools were invited to submit project proposals (on a competitive basis) in partnership with relevant organisations from any of the PMI2 countries where the main language is not English.

Fig 3

Specification for the Pilot Projects (excerpt from call for proposals document)

Call for Pilot Project Proposals

As a result of the issues and opportunities arising from this research, English UK (on behalf of the PMI2 Strategy Group) is now inviting proposals from UK FE colleges and private language schools to undertake pilot partnership projects which will explore innovative approaches and models to address specific thematic areas.

Thematic areas

A. Adaptation of pedagogical models or methodology

Pilot projects which focus on the adaptation of methodologies commonly used in the UK for English language teaching to other national/cultural contexts, with reference (for example) to structural issues, range of motivation for learning English, barriers to flexibility posed by centralized systems, limited access to commercial materials and/or interactive technologies). **Examples of possible activities may focus on (but are not limited to):**

- Identification/analysis of the challenges commonly faced by specific target groups of overseas teaching staff and their learners and formulating/testing approaches to address these via college partnerships
- Identification of specific and appropriate features of pedagogy/methodology and collaboration between UK and overseas college staff to adapt these for use in particular national/cultural/sectoral contexts (e.g. via workshop activities)
- Creative/appropriate utilisation of technology to support the above
- Development of alternatives to new technology to facilitate interactive approaches (for use by teachers who have limited access to technology)
- Design and piloting of 'wrap-around' support models for existing British Council or other English teaching tools or materials.

B. Sustainability and embedding

Pilot projects which focus on providing or ensuring support for the teachers once they return to their regular working environment and facilitating the sharing of the knowledge and skills they have acquired.

Examples of possible activities may focus on (but are not limited to):

- 'Mentoring' and peer support models involving key staff from UK colleges
- Design and testing of mechanisms to support continued contact between the partners and fostering of a 'CPD culture' which will facilitate the consistent updating/upgrading of the teachers' knowledge and skills
- Development of culturally appropriate methodologies for 'cascading' within the partner institutions (or with other local institutions) and/or related support models
- Design and piloting of workshops/professional development for staff of overseas colleges who are involved in planning and managing English language training, to assist them in developing support structures and CPD strategies.

C. Innovative approaches

Many programmes for English language teachers from overseas institutions currently delivered by UK colleges utilise traditional summer school or short intensive programme models. This thematic area addresses the development of innovative delivery and support models with specific areas of focus, which take account of the teaching infrastructure in the partner country.

Please note that in many cases, the innovation may not be 'radical' but it should involve the testing of a solution or approach which is new for your college, in response to an identified challenge relating to professional development for non-native speakers of English.

Examples of possible activities may include (but are not limited to):

- Design of 'extensive programmes' which include time spent in both the UK and the target country and form the basis of a multi-faceted partnership between the colleges
- A series of 'master-classes' integrated with continuing on or offline support
- Programmes involving employer partners in one or both countries and focusing on language skills for the workplace
- Design of programmes which take account of the nature of anticipated future requirements of English language competency in the partner country
- Design of programmes which integrate with or help to deliver local qualifications
- **Piloting of the new *Content and Language Integrated Learning (CLIL)* module of the Teaching Knowledge Test (TKT) which relates to 'an evolving approach to teaching and learning where (vocational) subjects are taught and studied through the medium of a non-native language'** (due for launch in October 2008). For further information see: <http://www.cambridgeesol.org/exams/teaching-awards/clil.html>

Summary of the pilot projects to which PMI2 grants were awarded

'English Teaching for Excellence'

Thematic area: 'Innovative approaches'

UK partner: City College Brighton and Hove (CCB)

International partner: Technical and Vocational Training Corporation (TVTC), Saudi Arabia:

Project summary

The core purpose of this project is to address the rapidly increasing need for international communications skills, and thus in turn for English language teachers, resulting from the government's 'Saudization' programme which aims to reduce dependency on immigrant labour. Specific challenges identified by the partners include the fact that many Saudi teachers of English language have never had the chance to observe native speaker teachers, they have limited knowledge of modern teaching resources (especially technology) and they need support in moving from a teacher-centred to a student-centred model in order to address the barriers to learning faced by their students.

The project aims to develop an insight into the continuing professional development needs of TVTC's English language teachers, both current and for the next five years. This information will be used to test the viability of a CPD framework with international recognition (based on modules of City & Guilds 7303 and the Teacher Knowledge Test – TKT). The framework will be based on an innovative model of 'bite sized training' elements mapped to progression routes, in order to allow maximum customisation to client needs. It will include teacher exchanges, work shadowing and joint development of materials and it will lay a foundation for e-mentoring and support for 'cascading'.

A mixed group of senior practitioners in English Language training (nominated by TVTC) and representatives of TVTC will spend time in the UK in order to play an active role in the design of the programme, following an initial scoping visit by CCB to Saudi.

CCB already works with TVTC on various vocational training related activities for both teachers and students. The fact that project partner (TVTC) is a major national agency in Saudi Arabia which was established by Royal Decree, and has a remit for the strategic planning of workforce development, is envisaged as a key factor in ensuring impact and sustainability. Following the joint development of the programme model, it is intended that TVTC will enter into a commercial relationship with CCB, to extend its reach and focus. Once tested, the model could also be adapted for use in other countries.

'Doncaster College-Pivot Point Sichuan Partnership'

Thematic area: 'Innovative approaches'

UK Partners: Doncaster College-Pivot Point Sichuan Partnership; Digital Knowledge Exchange (DKE) LETS

International Partner: Pivot Point College (Sichuan, China)

Project summary

Doncaster College has already started to work with 3D and 4D real time technologies with Eon Reality, via its college subsidiary, DKE (Digital Knowledge Exchange). The use of these applications in an education rather than a business environment is a pioneering approach and the college is collaborating with European partners on related projects with a vocational focus.

Pivot Point College is a private vocational institution, approved by regional and central government, which primarily prepares its students for employment in the service industries. It has an English department of 10 staff, all of whom are non-native speakers of English and who have never travelled outside of China. The college is seeking to improve employment opportunities for its students by embedding English language into vocational education and enhancing the curriculum through staff development and the use of innovative technologies.

The project is focussing on both the use of digital technologies to extend the scope of delivery methodologies and the integration of English language and vocational training, for which demand had also been identified on the part of international students at Doncaster College. It is thus to be a genuine 'shared journey' for Doncaster and Pivot Point staff. Activities are to include training in the use of the technology in addition to observation of Doncaster's vocational and EFL classes for Pivot Point teachers followed by joint curriculum and resource development to support the integrated learning model. A further outcome will be plans for ongoing collaboration using the digital technology and linked CPD.

Shared objectives for the future include the extension of the model to a wider range of vocational areas and development of transnational education (TNE) programmes mapped to progression routes in the UK.

Thailand and Vietnam Education and Training - Improving Partnership (TVET- IP)

Thematic area: 'Adaptation of pedagogical models or methodology'

UK Partners: Greenwich Community College (GCC); London School of Business and Finance (LSBF, private college)

International Partners: Payap Technology and Business College (private college, Chiang Mai, Thailand); Binh Thuan Community College (public sector college, Binh Thuan, Vietnam)

Project summary

The two international partners are each viewed as a 'centre of excellence' by their respective provincial and national governments. Both have an existing Memorandum of Co-operation with GCC which to date had focused on vocational areas. LSBF has a strong tradition of international students progressing from its English Language Centre to professional or undergraduate courses in the UK.

GCC's previous work in the Mekong Delta area, which includes projects supported by the British Council and the Thai Vocational Education Commission, have afforded the college some experience of and insight into the challenges relating to effective English language training. These include for example, the need to increase use of interactive teaching methodologies in order to develop the communication skills of learners and the English language competence on the part of many of the (almost entirely non-native speaker) teachers themselves.

The project aims to undertake a more in-depth needs analysis of CPD requirements for English language teachers in the two countries and then to develop and deliver two customised professional development modules for English teachers. GCC and LSBF will also run a small 'symposium' in each country to raise awareness amongst practitioners and managers of English language teaching, of the approaches embodied within UK qualifications CELTA (Certificate in English Language Teaching Adults) and ICALT (In-Service Language Teaching). The aim of the symposia is not simply to 'transfer' UK methodologies but to explore how the approaches used might be adapted for use in the Thai and Vietnamese contexts.

The outcomes of the above will be used to inform the design of a short placement in the UK for teachers from both countries. It is envisaged that this will include meetings with international students in London in order to get a clearer picture of the nature of 'average' language learning needs, prior to study in the UK or in other English-speaking countries.

Ongoing collaboration between the Thai, Vietnamese teachers and appropriate staff of the two UK colleges will be supported by the establishment of a Moodle site, Skype and email-based fora and the incorporation of LSBF Interactive and GCC LEO: live lessons/ workshops which can be viewed online.

The influential position of the two international partner colleges within their respective education systems should enhance the impact and sustainability of the project. It is envisaged that this will also be supported by the collaboration between the Vietnamese and Thai colleges themselves.

'Modernising English Teaching in Turkish Vocational Colleges through Professional Development of Teacher Trainers'

Thematic area: 'Sustainability and embedding'

UK Partners: Hackney Community College (HCC), City of Sunderland College (CoSC)

International Partners: Sisli Anatolia Technical and Vocational School for Industry (Istanbul, lead college of a consortium of 9 vocational schools in Turkey); Kabatas Erkek Lisesi; Nevsehir Vocational College; Ataturk University; Baykoz Logistics University; Ege University; Firat University; Istanbul Aydin University; Marmara University

Project summary

Included within the Turkish government's reform of its vocational education and training (VET) systems and linked to its candidacy for the European Union, is a focus on English language learning. Increasing pressure on the Turkish universities resulting from the volume of applicants is also leading the government to encourage partnerships between Turkish vocational schools and universities for the development of shared delivery models. This is in turn placing greater emphasis on the need for students to learn English and other European languages.

Hackney Community College as the lead of a consortium of 9 UK colleges, has signed a co-operation agreement with the Turkish Higher Education Council, YOK, for the piloting of a joint Higher National Diploma (HND) programme, in a number of vocational areas. This will be taught in English with the first year being delivered in Turkey (by 9 partner colleges) and the second in the UK.

The 'Modernising English Teaching' project will complement this venture by improving the quality of the English Teaching in vocational schools in Turkey and helping to strengthen links between VET providers. Following a needs diagnostic phase to be undertaken in Turkey, a customised 5-day CPD programme based on the Teacher Knowledge Test (TKT) will be delivered to 14 Turkish teachers of English language. The participants will later have the opportunity to work towards a full TKT qualification. More significant however, will be the post programme support and the way in which this will be embedded within the wider framework of the vocational collaboration. Each Turkish teacher will be assisted by the UK partner colleges in designing and subsequently delivering a staff development ('cascading') plan for their own workplace. The teachers will also be granted permanent access to the HCC and CoSC English Teaching Resources VLE and will receive e-support from staff of the UK colleges.

The support of YOK for both the vocational partnerships and the Modernising English Teaching projects is anticipated as a key factor in sustainability as well as facilitating the roll-out of the project model within Turkey.

English Language Teaching for Sensory Impaired Learners

Thematic area: 'Innovative approaches'

UK Partner: Royal National College for the Blind (RNC)

International Partner: Abant İzzet Baysal University – Faculty of Education (Bolu, Turkey)

Project summary

The fifth pilot project will address a specific but important 'niche' area within professional development for non-native speaker teachers of English. Despite the existence of a range of initiatives aimed at language learning, no special consideration had been made for sensory impaired people.

Of the 708,000 sensory (visual and hearing) impaired people in Turkey, 4000 can be found in the Bolu Region. The UK partner is a national organisation working with blind and visually impaired people which also has a track record in English teaching and teacher training. The Turkish partner (with which RNCB has already worked on several other activities) is unique in Turkey as a foundation-supported state university and it was described in a recent inspection as, "*the most rapidly progressing university*" in the country. AIBU is a large institution and it includes a Language and Research Centre which plays host to 50 English teachers and circa 900 students.

The project aims to introduce non-native speaker teachers of English to the concept of using *Talking Tactile Technology (T3)*, which is a Braille-free information access device developed by RNCB with European funding, as a vehicle for teaching English Language. In turn, this will reduce the shortage of English teachers for sensory impaired learners in the region.

The T3 training programme will be delivered in two phases, to teachers who have a minimum level 2 competence in English. The introductory phase (in Turkey) will benefit circa 90 teachers and a more advanced second phase for a small group selected from 'graduates' of phase 1, will be delivered at RNCB in the UK and will include authoring and resource development. This group will then 'cascade' the phase 2 learning to the wider cohort.

As demand for T3 in the Bolu region is estimated to be high, a strong emphasis has been placed on dissemination activities. Business sponsorship and sale of associated resources are anticipated to be viable routes to sustainability and there is strong potential for 'transfer of innovation' to other regions as well as to Azerbaijan, Uzbekistan, Kyrgyzstan, Tajikistan, Turkmenistan and Kibris, which look to Turkey to take the lead in many areas of policy. The support of the Bolu Governorship will be of significant value in terms of identifying schools to participate as well as raising the profile of the project.

Outcomes of the pilot projects

At the time of publishing the research report, it is too early to measure the impact of the pilot projects. However, the following 'headline' achievements and findings can be reported:

- The level of demand for professional development in T3 in the case of project 5 far exceeded expectations, which demonstrates the importance of taking niche concerns into account within what is already a broad and complex area
- The enthusiasm and positive response of the practitioners and managers involved in the projects is one indicator of the need for the target activities
- None of the projects encountered any major barriers or obstacles to the achievement of their first-line objectives (though this is perhaps not surprising at the level of short projects with trusted partners)
- Time is needed to develop trust and confidence with international partners, as durable established relationships have been shown to be key drivers for sustainability
- Most of the projects reported the need for longer delivery periods and a much higher level of funding for projects in order to embark upon the scale of activity needed to maximise impact and to ensure effective dissemination
- The significance of the involvement and support of government or major national agencies is emerging (both TVTC and YOK have endorsed the outcomes of the respective projects in their countries and have expressed a strong interest in supporting extension and roll-out)
- Whilst the benefits of pump-priming and modest pilots should not be under-estimated, major investment and large-scale interventions are really needed as in key areas such as professional development for non-native speaker teachers of English, for the reasons explained in the main body of the report

Kiingereza 英語
Anglais ENGELS
英語 Engelskt
ANGLIJSKO
영어 Englisch 英語
Αγγλικά 英語 INGLESE



ENGLISH UK 219 St John Street London EC1V 4LY
t +44 20 7608 7960 e info@englishuk.com
f +44 20 7608 7961 w www.englishuk.com

Produced by

ENGLISHUK

in association with

