



Cambridge Assessment
English



Cambridge Assessment English
Perspectives

Teacher Professional Development

Evelina Galaczi
Andrew Nye
Monica Poulter
Helen Allen



Executive summary

Ensuring that teachers have the right skills is the most important element in any programme aimed at raising standards of English. It is also the most difficult to get right, and education systems all over the world struggle to deliver effective teacher professional development programmes that lead to real improvements in students' learning.

Successful professional development needs to place teachers' and students' needs at the heart of the process and to address a range of factors, at both the individual and context levels.

This report, written by specialists from Cambridge Assessment English presents a straightforward approach to teacher professional development. It is designed to be useful for policy makers, curriculum planners and anyone who employs, trains or manages teachers.

The introductory section outlines the strategic importance of English at a national and personal level.

Section I of the report reviews evidence on the level of English of teachers and learners around the world. This shows that although there has been significant progress in many parts of the world, there is still an urgent need to improve the effectiveness of English language teaching and learning.

The Cambridge English approach to teacher professional development, described in Section II, is based on key features which Cambridge English believes characterise successful professional development programmes:

1. Localised and context-specific
2. Growth mind-set
3. Relevant, differentiated and supported
4. Bottom-up/top-down synergy
5. Reflection and critical engagement
6. Collaboration and mentoring
7. Theory and practice
8. Range of competencies
9. Integration of teaching, curricula and assessment
10. Observable, realistic and efficient outcomes

Cambridge English provides a range of qualifications, courses and online resources to support teacher professional development, all based on extensive research. These are described in Section III along with case studies of how they have been used around the world.

Dr Evelina Galaczi, *Head of Research Strategy*

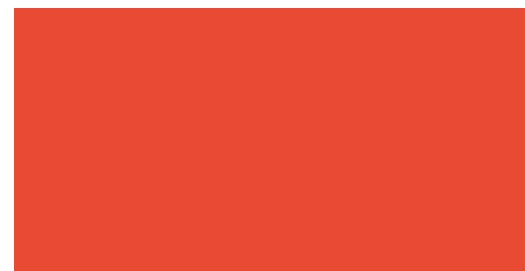
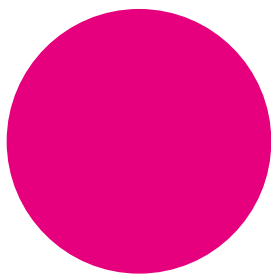
Andrew Nye, *Assistant Director, Digital and New Product Development*

Monica Poulter, *Teacher Development Manager*

Helen Allen, *Editorial Manager*

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Introduction: The strategic importance of English

A working competence in English has the potential to add value to individuals and societies. A good command of English can enhance an individual's economic prospects, contribute to national growth and competitiveness, and support sustainable global development.

Dr Surin Pitsuwan, a Thai politician and former Secretary-General of the Association of South East Asian Nations (ASEAN), argued in his 2014 TESOL plenary speech that English has played an instrumental role in the economic growth achieved in recent decades by countries such as Vietnam, Thailand, Malaysia and Indonesia. This view is reflected in ambitious education reform projects as seen, for example, in Malaysia and Bhutan, where operational bilingual proficiency in the local language and English is listed as essential alongside other core educational areas for development such as thinking skills and leadership skills¹. The value of a working competence in English is also seen in the dominant foreign languages studied in secondary schools in Europe: although European policy promotes multilingualism, viewed as essential to cross-border mobility², English is overwhelmingly the main foreign language chosen as the first foreign language taught in secondary schools in Europe³

Main drivers for the global role of English

The main drivers for learning English are education, employment and social mobility – factors which are inter-connected.

The internationalisation of universities has been a key driver behind the increased role of English in a globalised world. This trend is reflected in universities attracting foreign students and faculty and in the creation of global universities with campuses located around the world. It has been fuelled by the need to prepare students for an international context, to provide students and faculty with better access to research and development opportunities, to reduce 'brain drain' and to attract foreign students and faculty. Improving English language skills has been a key consideration in this trend of the globalisation of universities. As *The Economist* has noted: 'The top universities are citizens of an international academic marketplace with one global academic currency, one global labour force and, increasingly, one global education language, English.'⁴

This trend is repeatedly seen in survey results. A 2013 survey which included 55 countries across five continents indicated that English was used as the medium of instruction in university settings in 70% of those countries⁵. Another survey has indicated that in 2002, 725 higher education institutions offered English-taught programmes in 19 countries in Europe; in 2007 that number had increased to 2,387 in 27 countries, and in 2014 it had grown further to 8,089 institutions in 28 countries offering programmes taught fully in English⁶.

Globalisation of the workplace is a further driving force behind the growing role of English as a global language of communication. In the workplace, English is often seen as allowing access to global markets and the international business world, and is viewed as critical to the financial success of companies with aspirations of international reach. A global cross-industry survey of English language skills at work carried out by Cambridge English and Quacquarelli Symonds (QS), and based on over 5,000 employers in 38 countries, indicated that English language skills are important for over 95% of employers in many non-English-speaking countries, with English language skills expected to increase in the future⁷. The internationalisation of companies has led to a linguistically diverse workforce which needs a common language.

Natsuki Segawa (Manager, Aerospace Systems, Japan) noted that 'the English language requirements of our staff can only increase in the next 10 years, because our business will depend more and more on global business'⁸. Over the last two decades there has been a move towards English being used as the official language of communication in many multi-national companies from non-English speaking countries. In Japan, companies such as Sony, Rakuten and Honda have made English part of daily operations, such as being able to explain the workings of products in English or running all meetings in English⁹. The same trend is observed with Lufthansa in Germany¹⁰. A report by the Economist Intelligence Unit published in 2012 noted that in a survey of executives (572 in total, with approximately half at board-level), around 70% believed that their workforce will need to know English to succeed within international expansion

plans¹¹. Similar support for the value-added role of English in a globalised workplace comes from a Euromonitor 2010 report which focused on Cameroon, Nigeria, Rwanda, Bangladesh and Pakistan and noted that improved language skills in English helped to attract more foreign investment in those countries¹². At the same time, research indicates that in every industry, there is a gap between the English language skills required and the skills that are actually available, with at least a 40% skills gap across all company sizes¹³.

Due to the growing role of English in educational and workplace settings, and the resulting advantage it gives those who have operational command of English, English is increasingly becoming a language which provides opportunities for social mobility. In India, for example, English is seen as a route to the middle classes¹⁴; in Vietnam, it is key to advancement in life¹⁵; in Cameroon it has been described as a 'life-giving language' for secondary school students¹⁶

Key educational trends

These global socio-economic trends emphasise the growing demand for English language learning, since an operational grasp of English supports educational, workplace and personal advancement. **As a result of the global role of English, educational governmental policy in many parts of the world has prioritised improving outcomes in English language learning.**

More and more learners now start learning English at primary school, driven partly by national or regional policies and partly by parental ambition. Demographically, the drive to introduce English at an early age can be seen in statistics provided by the United Nations Educational, Scientific and Cultural Organization (UNESCO), showing that in member states of the European Union, for example, a clear majority of pupils learn English at primary school; in some countries (Czech Republic, Malta, the Netherlands, France, Finland and Sweden), close to 100% of primary school pupils are learning English in general programmes¹⁷.

The integration of learning both a language and another content subject – known as Content and Language Integrated Learning (CLIL) – is a further international trend. CLIL involves the integration of language into the broad curriculum and is based on the teaching and learning of content subjects (e.g. history or biology) in a language which is not the mother tongue of the learners. A key basis for CLIL is the belief that by integrating content and language, CLIL can offer students a better preparation for life and international mobility in terms of education and employment¹⁸. In some secondary education contexts, and increasingly in primary education, it is becoming common for subjects to be taught in English as the medium of instruction.

Global communication and co-operation are increasingly conducted in digital environments, making digital literacy an essential life skill. A current trend in teaching and learning is the development of digital literacy within mainstream educational programmes, so that learners acquire the capabilities they need to succeed in a digital world. The implication is that all teachers need to have a range of digital competencies. **These trends emphasise the importance of ensuring that teachers are suitably equipped to meet these demands, and that they are supported by governments and educational institutions through high-impact professional development.**

Section I:

The English language competence of learners and teachers

English language learners: the reality

Despite the priority given to developing English language skills in education reform projects, the reality is that learning outcomes in English are often surprisingly poor. Many students leave secondary school with an A1 or A2 level, **Common European Framework of Reference for Languages (CEFR)**, of English when B1 or B2 has been stipulated in national language policy; and many students leave university with an A2 or B1 level of English when B2 or C1 is needed in order to meet the requirements of employers or for entry into higher education.

A recent project undertaken by the European Commission – the SurveyLang project¹⁹ – indicated that a large proportion of students leaving secondary/high school in non-English speaking countries in Europe were unable to speak English to a level which would allow them to use it independently in real-world settings. The project measured the language competence in a first and second foreign language in secondary schools in a number of European countries and reported results against the CEFR, where levels range from A1 Basic to C2 Mastery, and level B1 is considered to be the lowest level at which useful independent competence in a language starts emerging. The results indicated that the level of independent user – B1 and above – is achieved by only 42% of tested students (in their first foreign language), and a large number of pupils – 14% – did not even achieve the level of a basic user.

Another example can be found in Mexico. An article in *The Economist* from 2015 cited a recent survey by Mexicanos Primero, an education NGO, which found that four-fifths of secondary-school graduates had 'absolutely no knowledge of English, despite having spent at least 360 hours learning it in secondary school'²⁰.

This is particularly concerning, as it limits opportunities for progression and employment in the global workplace, and for building communication and innovation globally. Today's English language learners need to be supported, therefore, to achieve an adequate level of English through long-term, effective education policies which focus on high-quality teaching as the prerequisite of effective learning.

English language teachers: the reality

Quality of teaching is the single most important factor which contributes to changes in student learning.

In many contexts there is a major need for initial teacher training to increase the available teacher resource, as well as in-service professional development for teachers in ever-demanding teaching roles. However, there are key realities which undermine English language teaching in many national contexts

Limited subject-specific training

Where the supply of trained English language teachers fails to meet demand, teachers who have some command of English are often given responsibility for English language teaching. They may also be asked to teach their own subject in English. In both cases, they understandably lack the key skills needed to support the developing language learner.

Experienced English language teachers who have only taught at secondary/high school may also have new professional development needs, such as experience with the methodology to teach young learners English. Support is needed, therefore, to equip teachers with these new professional demands.

Teachers' low level of English

Many countries worldwide are experiencing a massive shortage of trained English language teachers who speak English at least at an operational level, partly due to shortcomings of teacher training and partly due to the fact that those who are proficient in English are less likely to work in education, as more lucrative jobs from the private sector are often more attractive. The description of this teacher, taken from a classroom observation in a state secondary school²¹, is not unusual: 'The teacher established decent rapport ... [but] was held back by her language ability. She asked many questions but generally answered them herself. Students were given no time for practising language.'

A survey in the Asia-Pacific region, which provided an overview of English in educational practices, reported poor English skills for many teachers²². In a different context – Libya – in-depth research on three teachers reported limited uptake of communicative practices, partly because of their own limited language ability²³. Such examples are evidence of the impact on learners of the low levels of English proficiency in teachers, which is the reality in many educational contexts.

There is increasing awareness of the gap between the language level that Ministries of Education want their teachers to have and the existing reality; there is also increasing awareness of the need to upskill teachers in English, as well as in language teaching methodology. Despite efforts, however, many English language teachers, especially in developing countries and in schools in rural areas, do not speak English at an operational level. Their poor language skills and lack of access to appropriate professional development make it difficult to create an effective learning environment for their students.

One example of addressing the gap between existing and desired levels of English can be found in the ambitious Plan Ceibal in Uruguay, which emerged as a result of the digital gap that existed in Uruguay between the students who didn't have access to technology and those who did. The aim of the project was to provide laptops to students and teachers in primary and secondary schools in Uruguay. An offshoot of the project – Ceibal en Inglés – focused on addressing the lack of specialised teachers of English in state primary schools in the country. The majority of teachers in the project were pedagogically experienced but were not trained to teach English: out of 2,400 state schools in the country, only 145 had English classes taught by trained teachers of English. In the project the class teachers worked via video-conferencing with remote teachers who are fluent in English in delivering English lessons; in the process they also improved their own level of English²⁴.

Ineffective learning environment

Teachers' low level of English often leads to a tendency to use the learners' mother tongue in classes, thus limiting the amount and quality of English input, which is essential for developing learners' English skills. As a result, they tend to create teacher-dominated classroom environments, as this approach allows teachers with limited English proficiency to avoid being pushed out of their linguistic comfort zone²⁵.

Teachers' limited English proficiency also limits opportunities for learners to engage in meaningful communication, since the activities chosen by teachers are often drilling of grammar rules, memorising vocabulary in isolation, and reading aloud, which do not give learners opportunities to use English communicatively. Such an approach positions English as a subject to be taught about, rather than a language to function in.

Time pressure

A further reality facing teachers is the lack of time they have for the vast array of responsibilities which underpin their jobs. Cambridge English research in Lebanon, for example, carried out as part of a five-year United States Agency for International Development (USAID) project undertaken to improve educational outcomes in the country, has indicated that the reality of teachers' lives and their responsibilities outside of the classroom cannot be disregarded. In the study, which had over 2,300 participants, 78% of the teachers were women who were unhappy with the time pressure and scheduling of professional development because part of it was outside of school hours and many of them had family responsibilities. So even though they were motivated to learn and develop professionally, the reality was that they had other responsibilities. Limited uptake of professional development because of conflicts with work schedules has also been reported in research carried out by the Organisation for Economic Cooperation and Development (OECD)²⁶

Challenging classroom and pedagogical environments

Feedback from teachers also indicates that they are hindered by factors in their workplace such as large classes with learners at very different English levels, limited access to textbooks and other resources, learner and teacher motivation, teacher beliefs, students'/parents' expectations, and a mismatch between curriculum and assessment.

These are fundamental in determining – and at times undermining – the success of teachers' professional development²⁷. A telling example comes from a group of science teachers from Egypt who attended a 12-week course in the United Kingdom. The teachers were unable to implement the new ideas from their professional development programme because of local factors such as large classes, limited resources and resistance from key stakeholders, including students and school management²⁸. In another example, a teacher from Cameroon recalls 'teaching a class of 235 students in a classroom meant for 60 students and with fewer than 20 textbooks and temperatures of up to 46 degrees Celsius'²⁹.

Tension between traditional cultural beliefs about 'good' teaching and current approaches can also create a challenging environment for teachers. Research from Libya examined the implementation of a new communicative English language curriculum. It pointed to limited uptake of communicative practices by the three teachers participating in the study, mainly due to the tension between established pedagogical traditions, in which classroom control is seen as a mark of a good teacher, and a communicative approach to language learning which asks teachers of English to adopt roles and behaviours which require them to loosen their control over the classroom³⁰.

Limited digital competence to use technology for learning

As a result of the rise in digital technologies in education – the so-called EdTech revolution – learning technologies have seen a tremendous growth within English language teaching. However, English language teachers, both pre-service and in-service, continue to be under-equipped in terms of the skills needed to integrate technology into their classroom practice in an appropriate, informed and principled way. Teacher trainers themselves have frequently not received much training in this area, and as a result they understandably don't feel confident or knowledgeable about how to integrate learning technologies into ELT classes³¹.

Providing evidence along similar lines, a report by the OECD noted that two of the most critical skills teachers needs are ICT skills for teaching and the use of new technologies in the workplace³². A recent study conducted by Cambridge Assessment English with 377 teachers worldwide confirmed this trend³³: digital technology was widely recognised as important for contemporary language education (rated as such by 92%). Despite this perceived importance, training to use digital technology was seen as deficient (74% of respondents received training only sometimes, rarely or never). There is a tension, therefore, between the growing trend of digital technologies in education and the reality of current English language teaching practices. This tension, and the need for teachers to receive more support in integrating digital technologies in their teaching, needs to be addressed through professional development. This is especially critical, since the range of development opportunities in this area may be restricted for teachers with limited digital skills as many opportunities for teacher learning are now only accessible online, such as massive open online courses (MOOCs), blogs, and courses.

Native-speaker vs non-native speaker teachers

Finally, part of the reality of language teaching is an assumption made by some decision-makers that native speakers of English are better teachers than non-native speakers of English. Up to 70% of all jobs advertised on *tefl.com* – the biggest job search engine for English teachers – are for native speaking teachers of English³⁴. This is based on the myth that only native teachers can provide a good language model for learners, which disregards the fact that language proficiency is just one element of English language teaching, alongside sound pedagogic competence and experience. What is important, therefore, is not whether a teacher is a native speaker of English, but that a teacher is proficient enough to provide an appropriate language model and have the pedagogic competence to teach the language. As David Crystal put it: 'All sorts of people are fluent, but only a tiny proportion of them are sufficiently aware of the structure of the language that they know how to teach it'³⁵.

The need for high-quality English teaching and meaningful professional development

Quality of teaching is the single most important factor that contributes to changes in student learning. As a recent report by UNESCO noted: 'An education system is only as good as its teachers.'³⁶ Professional development needs to address the reality of teachers' worlds and the actual needs of teachers to help them get to where they need to be in order to support learning. The consequence of not addressing this will have broader implications for equity and widening gaps in society.

What is professional development?

Professional development for teachers (both pre-service and in-service) typically aims to introduce new tools or skills or update existing skills. It is seen as an essential aspect of the teachers' profession. As the European Commission states: 'Teaching competencies are ... complex combinations of knowledge, skills, understanding, values and attitudes, leading to effective action in situations. The range and complexity of competencies required for teaching in actual societies is so great that any one individual is unlikely to have them all, nor to have developed them all to the same high degree...

Teachers' continuous professional development is, thus, highly relevant both for improving educational performance and effectiveness and for enhancing teachers' commitment.'³⁷ A further aspect of professional development of English teachers is the need for teachers to have the knowledge and skills to understand and implement the curriculum, related learning materials and assessments. Without professional development focusing on the curriculum-materials-assessment system, moves to improve English language competence are unlikely to succeed.

Supporting teacher professional development – and therefore quality of teaching – at all stages of a teacher's developmental journey is a key factor in improving student learning. Professional development needs to be a systemic career-long process, as illustrated in the constructed examples below: 'In order to become the best teacher I can, I need to feel confident I have a plan in place to develop my professional skills efficiently and appropriately.'

'I am a good English language teacher and the demand for top-quality teaching is high – but nothing stands still, the bar keeps going up, and my skills have to keep improving.'

'I am a qualified English teacher, and I just started a job at a secondary school in my country, but my English isn't good enough. I need to be able to improve both my English and my teaching skills in English.'

'I graduated from the Faculty of Economics at my university, and now I am employed to teach English because I speak excellent English, but I need to get some professional training specific to teaching English to help me with doing my job.'³⁸

Professional development can be provided in many ways, ranging from conventional qualifications, courses and workshops to 'grassroots-based' approaches which involve teacher collaboration, mentoring and support networks. All of these approaches have been shown to have a positive impact on teacher professional development³⁹.

A recent survey focused on K-12 faculty in the USA and showed that professional development was the teacher's second most important channel for gaining information (behind only textbooks), with 58% of respondents accessing information from professional development opportunities⁴⁰.

Impact of effective professional development

In today's world teachers need to constantly innovate and adapt. Supported by professional development, they need the knowledge and skills to be flexible and reflective professionals who respond to the needs of 21st-century students. In the words of a teacher from a Cambridge English professional development project: 'We all need a refresher in whatever profession we are in, but teachers perhaps face some of the greatest challenges right now as they are using curricula based on an education system which is 200 years old and which is not suitable for students of the 21st century, so this makes the importance of training and professional development so much more important.'

Teachers need to be able to analyse what they do or use in the classroom and see if it is actually of any value to students who are obviously so different than they were as students, but to be able to do this teachers need to stay up to date and if they do not self-develop it is impossible to be able to provide the best service possible to their students or prepare them adequately for the future that lies ahead.¹⁴¹

Effective teacher professional development leads to improved teaching and, in turn, to improved learning. It holds potential benefits both at the micro-level (teachers' practices and students' learning) and at the macro-level (affecting the educational system as a whole).

Teachers are 'at the front line of education delivery, [and they] face the increasing weight of demands and expectations. They need – and deserve – to be equipped to be as effective as possible'¹⁴².

Research also indicates that institutions need to better balance costs and benefits of professional development against supply and demand, in order to maximise its impact. For example, in the Training and Learning International Survey (TALIS) carried out by OECD, some activities, such as qualification programmes, and individual and collaborative research, were perceived by teachers to have the highest impact, and yet relatively few teachers participated in them. In contrast, professional development activities which were considered least effective, such as one-off education conferences and seminars, had relatively higher participation rates⁴³. Interestingly, such one-off professional development activities are often preferred by teachers over other activities involving coaching, mentoring, peer collaboration, possibly because they often offer practical teaching tips and a welcome break from the day-to-day classroom routine⁴⁴.

Section II: Key features of successful English language teaching professional development programmes

What makes professional development programmes succeed or fail?

In many contexts professional development is difficult to implement. A number of inhibitors and challenges have been found to limit the impact of professional development programmes, the most common of which are:

- A *top-down centrally-mandated* approach which limits teacher choice about areas of development. Professional development events which are compulsory could be seen by teachers as irrelevant to their needs, and research indicates that teachers who have limited choice are less satisfied with their professional development than teachers who do have some choice⁴⁵.
- An approach to professional development that views *teachers as passive recipients* of information which will 'fix' their weaknesses. Research has indicated that a didactic model in which facilitators simply tell teachers what to do, or provide materials without giving teachers opportunities to develop skills and inquire into their impact on pupil learning, has limited impact and fails to produce long-term positive change⁴⁶.
- A *'one-size fits all'* approach which fails to differentiate professional development according to teachers' prior levels of practice and knowledge, and fails to integrate it into teachers' personal and cultural context and practice. Even though such an approach is the most efficient from a pragmatic perspective, it does not adequately address individual teachers' needs; it is 'cost-effective but not pedagogically productive'⁴⁷.
- Failure to address the *teaching – curricula – assessment link* and the role of professional development within wide-ranging educational reform. The early introduction of English in compulsory education and simply increasing the number of instruction hours in English won't necessarily improve standards. In most cases where educational reform fails, there is a lack of coordination between the intentions of the curriculum, the focus of teacher training and assessment realities⁴⁸.
- *Management factors* associated with the challenges of large-scale programme implementation on a regional or national level. Limited monitoring and assessment of the impact of professional development programmes, over-ambitious goals and unrealistic expectations that training alone without follow-up support will lead to substantial change set up a programme for failure⁴⁹.

Ten key features of successful professional development programmes

Successful professional development needs to place teachers' and students' needs at the heart of the process and to address a range of factors, at both the individual and context level.

1. Localised and context-specific

There is no 'one-size fits all' professional development programme which works in all contexts; what works in one context may be less effective in another. Professional development, therefore, needs to be localised to the specific context and to take account of the characteristics of the educational system and cultural context in which the teachers work. Programmes need to avoid methodological prescriptivism and should expose teachers to options and opportunities for deliberate focused practice which would help them develop and build on existing knowledge and skills which they can use in their individual context.

2. Growth mind-set

Professional development needs to be positioned not as an intervention which seeks to 'fix' teachers' weaknesses in knowledge and practices, but as a development approach which values teachers' existing knowledge and skills and uses these as the basis for further learning. Professional learning will be most effective when it adopts a 'broaden-and-build' approach to development which focuses on teachers' strengths and not weaknesses⁵⁰. Successful professional development with aspirations for long-term positive change needs to build on teachers' prior experience and make useful connections between what teachers already know and new ideas.

3. Relevant, differentiated and supported

Programmes need to provide different entry points into the development programme and opportunities to recognise differences between individual teachers and their starting points⁵¹. Successful professional development needs to be relevant to and integrated into the daily professional life of the teacher, and should be situated in 'schools and classrooms and not in training rooms'⁵². Programmes need to be supported over time to increase the level of teacher participation, for example by providing teachers with scheduled time to take part in development activities or through financial support and/or reduced teaching load⁵³.

4. Bottom-up/top-down synergy

Teachers are the interface between top-down policy requirements and the bottom-up needs of their students. As that interface, they need to be involved in decisions about the content and process of their professional development, and they need expert support and leadership, so that their professional development explicitly builds on their role and professional needs. A top-down approach which limits teachers' choice about areas of development often has minimal impact on what happens to teachers' behaviour in the classroom. Research indicates that teachers who have limited choice are typically less satisfied with their professional development than teachers who do have some choice and a didactic model in which facilitators simply tell teachers what to do has limited impact⁵⁴.

5. Reflection and critical engagement

Reflection and critical engagement with the ideas and experiences which teachers encounter during and beyond specific professional development experiences should underpin professional development. Mastery in a skill is gained only partly through deliberate and focused practice; in order to develop, mastery needs to be supported by feedback and reflection⁵⁵. So, programmes need to offer opportunities for reflection and learning from experience through critically engaging with the teachers' own and others' beliefs, with theories of learning and practice, and through opportunities to challenge these in a non-threatening way. Time needs to be systematically built into professional development opportunities allowing teachers to reflect on their professional development, in both individual and social contexts with peers, tutors and mentors⁵⁶.

6. Collaboration and mentoring

Learning is a social endeavour, and therefore development programmes which include peer collaboration and expert mentoring as essential components of professional learning stand to offer the most benefits for teachers' professional growth. Experts with relevant knowledge need to support teachers with initiatives to collaborate within schools and across schools as they go through professional development, such as reading groups, reflection groups, professional learning communities and collaborative materials development. Learning gains from programmes are most pronounced where teachers work as a team and participate in collaborative professional learning with peers and/or mentors⁵⁷.

7. Theory and practice

Professional programmes should develop theoretical and practical knowledge in an integrated manner. Teachers should experience theory in a way that relates to practice. For example, teachers should consider the implications of theory (e.g. second language acquisition theory) for practice and they should evaluate theories in the light of their own and others' practices. A theory/practice integration could be established through supporting teachers in conducting classroom-based research either individually or collaboratively in teams. If professional development is not integrated into the teachers' practical context, it will most likely not change classroom habits and practice.

8. Range of competencies

Development of a range of competencies through focused practice is essential for a successful programme of professional development. Teaching English involves a spectrum of competencies, including advanced competence in English, subject matter knowledge (e.g. how to teach reading, how to assess learning), practical methodological skills (e.g. using digital resources, classroom management), and competence in broader issues (e.g. context of teaching, teacher beliefs). Contemporary approaches to assessment, which stress the importance of integrating learning and assessment, also need to form part of a successful programme⁵⁸. Language teaching is a unique case within teaching in general, because both knowledge *of* the language and knowledge *about* the language are essential. Research indicates that the development of one competence could have a positive impact on another competence; for example, upskilling teachers in English has been found to have a positive impact on their pedagogical competence as well, if the language content is drawn from good practice classroom examples⁵⁹.

9. Integration of teaching, curricula and assessment

Successful professional development programmes need to adopt a long-term, sustained and systematic approach which moves away from a 'one-off, one-day' model and ensures coordination between the curriculum, teacher training and the assessment practices of the educational system. Programmes need to consider a long-term programme of support and engagement, including peer support and alignment between the various components of the programme. Scalability of long-term programmes which integrate teaching, curricula and assessment is a further essential component to be considered⁶⁰.

10. Observable, realistic and efficient outcomes

Programmes need to provide clarity about learning progression during the development programme, including a baseline of starting points and next steps. Programmes which are aligned to a developmental framework can support observable, measurable progress towards a goal. Not all professional development has equal impact, and outcomes could be most efficient if programmes are built on the types of activities which have the biggest impact, such as qualification programmes and individual and collaborative research⁶¹.

Section III: Supporting sustainable professional development: A systematic approach

Building on a long tradition of practice-based teacher training which began at International House London in 1962, Cambridge English has played a key role in the increasing professionalisation of English language teaching⁶². For decades we have been working with teachers, gathering insights and providing solutions. Our interactions with teachers have provided us with unique insights into the gaps in teachers' knowledge and skills, the need for even experienced teachers to revisit, refresh and extend their classroom practice, and the need for frameworks to help teachers and trainers engage with professional development as a systemic career-long process.

The Cambridge English philosophy which underlies professional development for teachers aims to promote the principles of good practice discussed in Section II, while taking into account key educational trends and the realities which English language teachers face, such as inadequate or limited subject-specific training, teachers' low levels of English, ineffective learning environments, time pressure and limited experience using technology for learning.

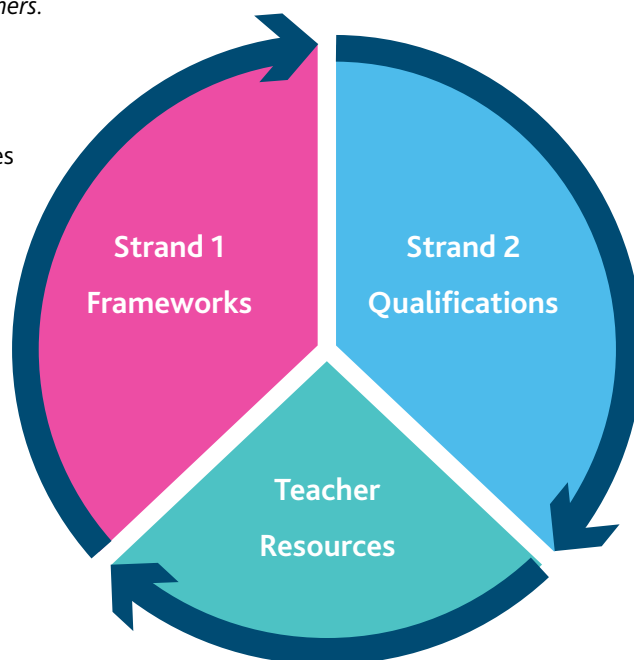
Our offer for teachers' professional development is two-fold. In one strand, we have developed three frameworks, which provide a systematic description of the knowledge and skills which teachers and teacher trainers need, and which serve as useful diagnostic tools. There are two frameworks for teachers: the Cambridge English Teaching Framework and the Cambridge English Digital Framework for Teachers, and one framework for teacher trainers: the Cambridge English Trainer Framework. The frameworks are definitions of expertise, measurable outcomes and greater accountability, and as such contribute to the professionalisation of English language teaching. They are, in addition, opportunities for teachers to take control of their own development priorities⁶³.

In the second strand, we have formal Cambridge English courses and qualifications for teachers and teacher trainers, as well as open access online programmes, which can be used to help with teachers' professional development.

These two strands work in a complementary fashion, alongside online and print resources for teachers, to provide a systematic approach to continuous professional development.

Fig.1: Cambridge English professional development for teachers.

They also embody the concept of 'just-in-time learning'⁶⁴ since they provide easy and flexible access to up-to-date conceptualisations of relevant competencies, which creates higher levels of engagement leading to better learning.



Strand 1: Frameworks

Cambridge English Teaching Framework

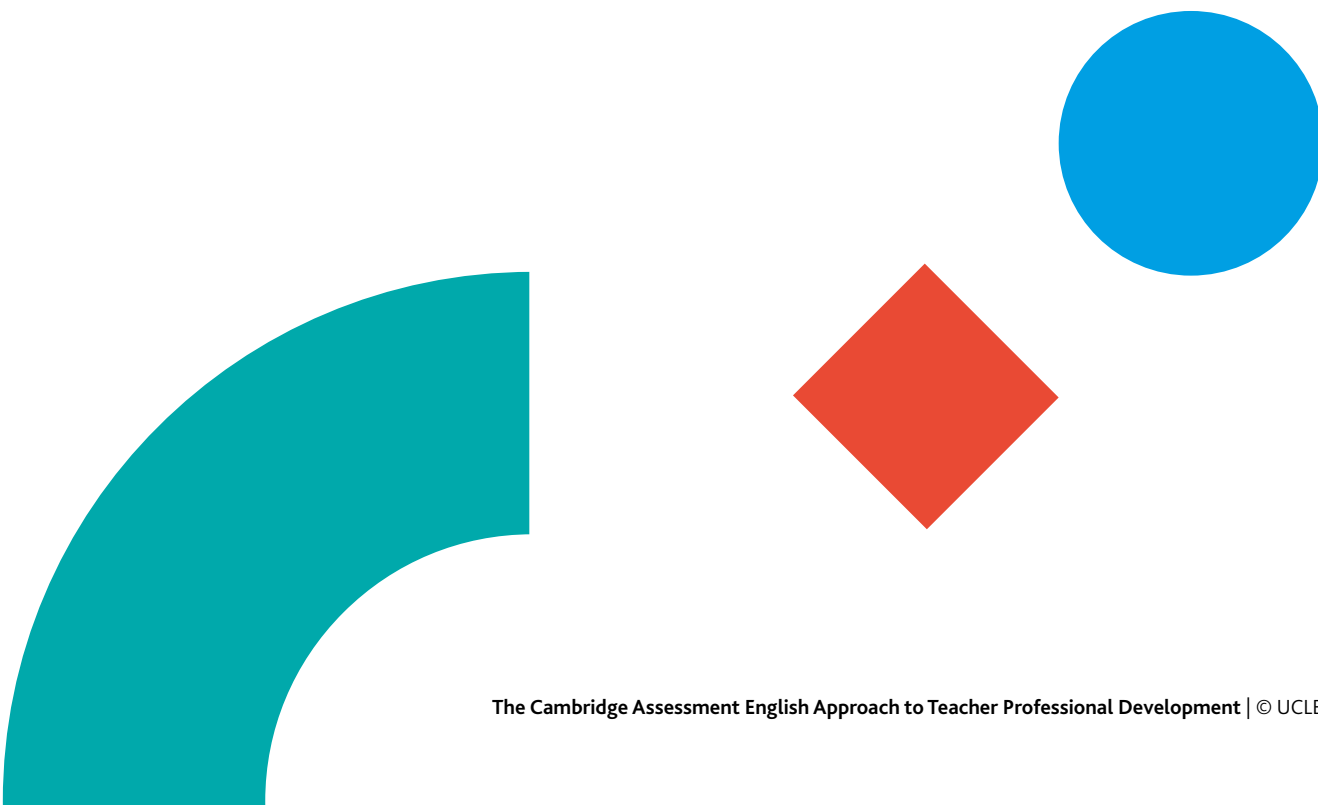
The best learning outcomes depend on high-quality teaching and training. Knowing how to develop professional skills efficiently and appropriately is the key to success for teachers and the institutions they teach in. However, teachers often lack well defined ways of improving both their pedagogic knowledge and their classroom practice. The experience accumulated at Cambridge English through running worldwide courses for teachers, and the evidence collected about teachers' knowledge, skills and classroom practice at different stages of their career and in different contexts around the world, gives us valuable insights into how learners learn and how effective teachers teach. This insight and evidence is the foundation for the Cambridge English Teaching Framework.

The overall aim of the Framework is to define effective teaching, broadly around three linked areas: what teachers need to know, what teachers should be able to do in putting that knowledge into practice, and the resources and tools teachers use. The resulting Framework describes a system of competencies over four stages of a teacher's career development, and five categories of knowledge and skills at each stage:

- Learning and the Learner
- Teaching, Learning and Assessment
- Language Ability
- Language Knowledge and Awareness
- Professional Development and Values.

The Framework is further broken down into sub-categories and competency statements, which can be seen in detail online at www.cambridgeenglish.org/teaching-english/cambridge-english-teaching-framework

The Framework is a *profiling grid*, rather than a performance assessment tool, and is intended to show stages of a teacher's development at any one point in time, rather than provide a description of a 'good teacher'. This approach recognises that a teacher's development might be uneven across competencies. As their professional needs change, the Framework will help teachers to identify their development priorities.



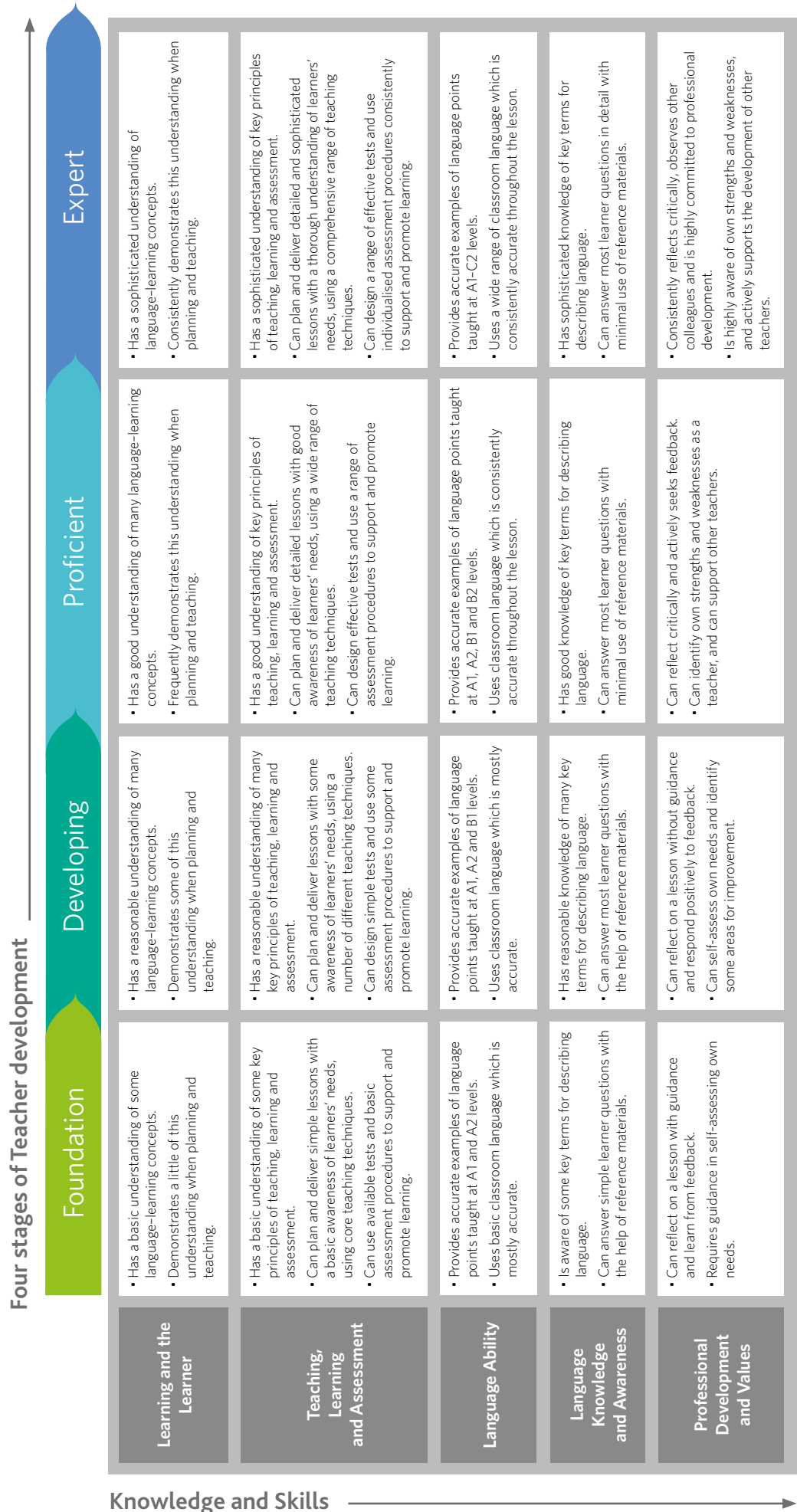


Fig.2 Cambridge English Teaching Framework

Teachers and trainers can assess (or self-assess) competencies against the Framework by using an online 'Tracker' tool, which assists teachers in 'tracking' their position on the framework. Through a series of guided questions, teachers are given a suggested development stage in each of the five categories of the framework. The tool then produces a personalised and printable profile of the teacher's strengths and weaknesses in the form of a bar graph, such as the one shown in Fig.3 below, which also suggests areas for development and guides the design and selection of future study and training components.

In the words of a teacher trainer working with the Tracker and Framework: 'Never until now could teachers of English evaluate their competencies in the various pedagogical aspects vital for any teacher. The teachers who are presented with this project react very positively to this aspect of the programme as they have never been able to do this and the Framework clearly shows them where they are on a map which is easy to understand. ...

The fact that teachers can see what their needs are first is the best way to address this as they will feel that they are not wasting time doing something that they already know or is of no interest to them.'⁶⁵

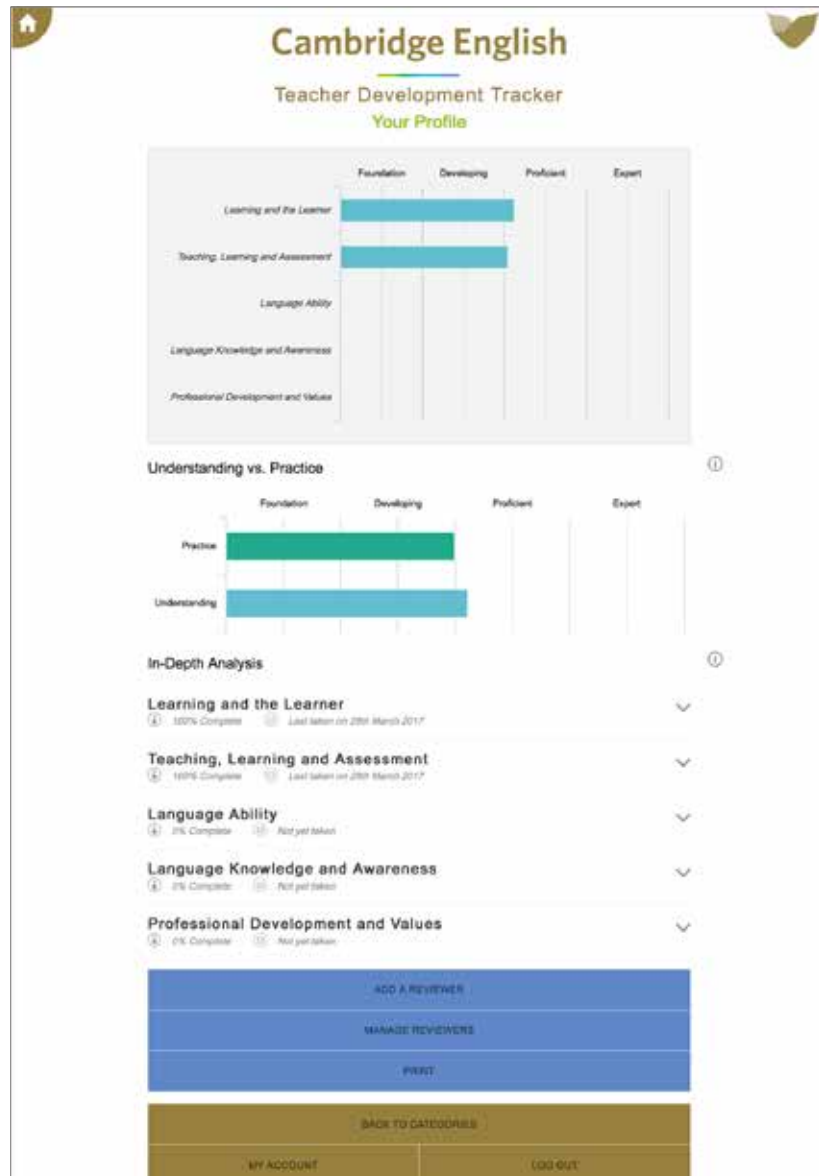


Fig.3: Individual teacher profile produced by the online tracker tool <https://tracker.cambridgeenglish.org/>

Cambridge English Digital Framework for Teachers

One of the clear professional learning needs identified in existing professional development surveys of teachers, and discussed earlier in this paper, is the need for new competencies in the field of digital learning. This will enable teachers to develop their confidence and integrate digital resources into their teaching in a meaningful and principled way.

Digital technologies can empower learners to learn more effectively and more independently, and can assist teachers by providing individualised and differentiated teaching. Many teachers, however, feel confused and often overwhelmed by the options available for incorporating technology into lessons. The Cambridge English Digital Framework for Teachers provides a comprehensive description of the knowledge and skills teachers need in order to integrate technology in the learning process. It also provides a structure for progression, which aims to enable teachers to take advantage of the opportunities that digital technologies offer, and allows for all future training to be linked to the digital skills that teachers need.

The Cambridge English Digital Framework for Teachers (Fig.4 shown to the right) complements the Cambridge English Teaching Framework, and describes relevant competencies across four stages of development. It includes three broad categories of competencies:

- The Digital Teacher
- The Digital Classroom
- The Digital World

alongside three more categories which capture the core cycle of teaching and learning:

- Designing Learning
- Delivering Learning
- Evaluating Learning.



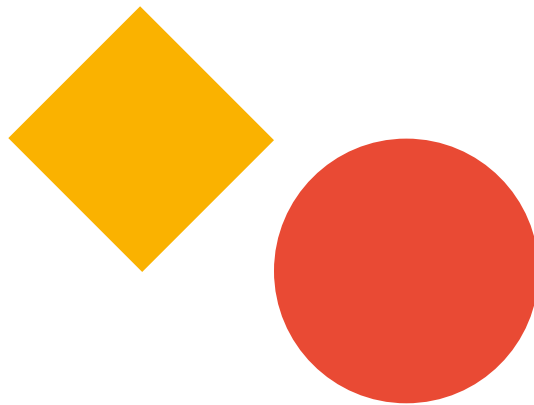
Fig.4: Cambridge English Digital Framework for Teachers
www.thedigitalteacher.com

Cambridge English Trainer Framework

The third Framework developed by Cambridge English focuses on trainer competencies. The Cambridge English Trainer Framework was created in collaboration with Norwich Institute for Language Education (NILE) to support trainer training and trainer development:

The Framework (shown on the next page Fig.5) describes trainer competencies across three stages of development and five aspects of trainer knowledge and skills:

- Understanding of individuals and situations
- Knowledge of teaching, training and teacher development
- Planning, conducting and evaluating training activities
- Supporting, observing, feeding back on and assessing teaching
- Professional development and values.



Cambridge English Trainer Framework Summary



	From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Understanding of individuals and situations	Conducts training in familiar or predictable situations largely based on the trainer's own teaching experience. Deals with predictable individual needs using basic strategies. Demonstrates basic sensitivity to diversity when planning and conducting training.	Conducts training for diverse groups in a variety of situations based on their own and others' teaching experience. Plans in advance to deal with individual needs and attempts to deal with emergent needs using a range of strategies. Demonstrates a diversity-oriented approach to planning and conducting training.	Based on thorough advance needs analysis, often in unfamiliar situations, efficiently deals with needs of individuals, including emergent needs, using a wide range of strategies. Demonstrates deep sensitivity to diversity when planning and conducting training.
Knowledge of teaching, training and teacher development	Demonstrates a clear understanding of language systems, including basic language analysis strategies, and core principles of effective teaching practice, which in turn informs their training. Is aware that training differs from teaching. Demonstrates basic training principles. Uses a limited range of resources.	Understands a number of language analysis strategies. Demonstrates a range of effective core teaching principles and practices. Is aware of non-core teaching practices. Demonstrates a clear understanding of how training is different from teaching. Demonstrates effective training principles. Uses a wide range of resources.	Uses a wide range of language analysis strategies. Demonstrates a wide range of effective core and non-core teaching principles and practice. Demonstrates a range of training approaches, in-depth understanding of a wide range of theoretical concepts in the field as well as practical know-how. Uses an extensive range of resources.
Planning, conducting and evaluating training activities	Conducts pre-prepared training activities with given materials with support. Demonstrates a basic ability to plan, conduct and evaluate teacher training activities.	Adapts given training materials for a particular audience appropriately. Demonstrates a clear and coherent approach to and rationale for planning, conducting and evaluating teacher training activities.	Designs, through principled application and innovation, learning units and courses to meet a wide range of individual needs. Manages the complex interplay of situational factors related to planning, conducting and evaluating training activities.
Supporting, observing, feeding back on and assessing teaching	Sets up and conducts classroom observations using given tools and procedures. Offers general feedback on areas for improvement in teaching and suggests basic strategies for teacher learning. Generally applies given assessment criteria accurately.	Employs a range of observation methods. Applies given observation tools and procedures appropriately. Offers specific feedback on areas for improvement. Suggests clear and appropriate strategies for teacher learning. Consistently applies assessment criteria accurately. Critically appraises given assessment criteria and feeds into their development where necessary.	Creates, through principled application and innovation, tools and procedures for observing and giving feedback. Nurtures specific needs, including emergent needs, and suggests a wide range of clear and appropriate strategies for teacher learning. Researches assessment tool effectiveness and develops assessment criteria for specific situations.
Professional development and values	Uses beliefs about own teaching practice to inform training values and practice. Responds positively to feedback on their training and demonstrates basic understanding of trainer and teacher-in-training roles in the training process. Is aware of resources available to support trainer professional development.	Uses own and others' teaching practice and beliefs as a basis for reflection and developing training values and practice. Seeks feedback on their own training and demonstrates good understanding of trainer and teacher-in-training roles in the training process. Is actively exploring avenues for their own development and specialisation within the field of teacher training.	Exemplifies own values and clearly defined beliefs through training practice. Acknowledges diverse viewpoints and encourages the articulation of emerging beliefs of teachers-in-training. Builds feedback on their own training into the training process and demonstrates a deep understanding of trainer and teacher-in-training roles. Uses contemporary research and critical reflection to continue own professional development while supporting others in developing appropriate specialisms.

Fig. 5: Cambridge English Trainer Framework

Using Cambridge English Frameworks to deliver high-quality continuing professional development

The three Cambridge English frameworks are based on the philosophy that teaching and training are multifaceted, complex, and context-specific. Our belief is that professional development should be 'managed', that teaching is not an innate skill, and that the best teachers are not born but made. Our Frameworks underpin this approach to professional development, and are predicated on equipping teachers with the skills they need to develop into the most effective teachers they can be, and on providing organisations with a structure to identify teachers' professional needs and develop their skills efficiently and appropriately.

Continuing Professional Development (CPD) is a challenge within the English language teaching sector, where many teachers do not have the opportunity to continue to develop their skills after gaining their initial professional qualification. Many organisations have limited in-house CPD skills or resources, and CPD can be made even more difficult to deliver if teaching staff are geographically dispersed. Cambridge English has worked with school organisations to plan and implement CPD programmes based on the Cambridge English Teaching Framework. Organisations have typically embarked on a six-month structured CPD programme, managed by a teacher trainer working either within the institution or working remotely for Cambridge English. The role of the teacher trainer is to guide teachers through the professional development programme, ensure they have appropriate development pathways and that they participate effectively in the programme.

The programme uses the Teaching Framework and Tracker to initially establish teachers' current skills, and then identify the best way to progress their professional development. This results in a personalised CPD programme of both short-term and long-term activities, including online courses and weekly CPD suggestions, and incorporates many of the features of successful professional development programmes outlined in Section II.

Teachers have typically found this innovative, flexible and easy-to-access approach to CPD highly beneficial. Many have reported that even a relatively short investment of time – 2 to 5 hours a week – results in real improvements and increased professional awareness, confidence and motivation, enabling them to:

- identify strengths and weaknesses
- plan their own professional development through a wide range of available resources
- discover new ways of teaching
- develop their confidence and motivation to improve
- explore useful ideas they can use in the classroom
- exchange ideas with peers
- reflect on their existing practice.

As a trainer in one such CPD programme put it: 'The teachers involved have really enjoyed the programme and felt that they not only got a lot out of it but have reviewed some of the things they have been doing in class. One of the teachers who has been teaching for over 30 years and is an advocate for lifelong learning said that he learnt so much about lesson planning and things that he either never thought about or had forgotten over that 3 decades in the classroom.'¹⁶⁶

And in the words of one teacher: 'I think it was really good to recall some of the things that we did when we were doing our training like some years ago, and it was very nice to see some new practices and especially because teenagers they are different from what they used to be, they are much more involved with technology and things like that and most of the articles that we were able to read and the things that we were able to study, they were somehow connected to the topics that really matter nowadays.'¹⁶⁷

Strand 2: Building teacher and trainer capacity through qualifications, courses and resources

In addition to developing Frameworks which provide systematic descriptions of relevant competencies and serve as useful diagnostic tools, Cambridge English provides a portfolio of qualifications, courses and resources designed to:

- improve teachers' general English language proficiency and classroom language
- introduce and update teachers on methodologies which enable them to improve learning
- support teachers who are delivering their subject in English in compulsory and higher education contexts
- develop the skills that trainers need to train and support teachers.

Some of the key courses and exams are: *Language for Teaching*, *Certificate in English Language Teaching – Primary/ Secondary (CELTA)* and *CELTA-S*, the *Certificate in EMI Skills*, Teaching Knowledge Test (TKT) and *Train the Trainer*. These courses shown in the table below provide blended and self-access training which can be structured to meet the needs of teachers and their institutions. These courses and qualifications, mapped to the Cambridge English Teaching Framework, are outlined in the following diagram:

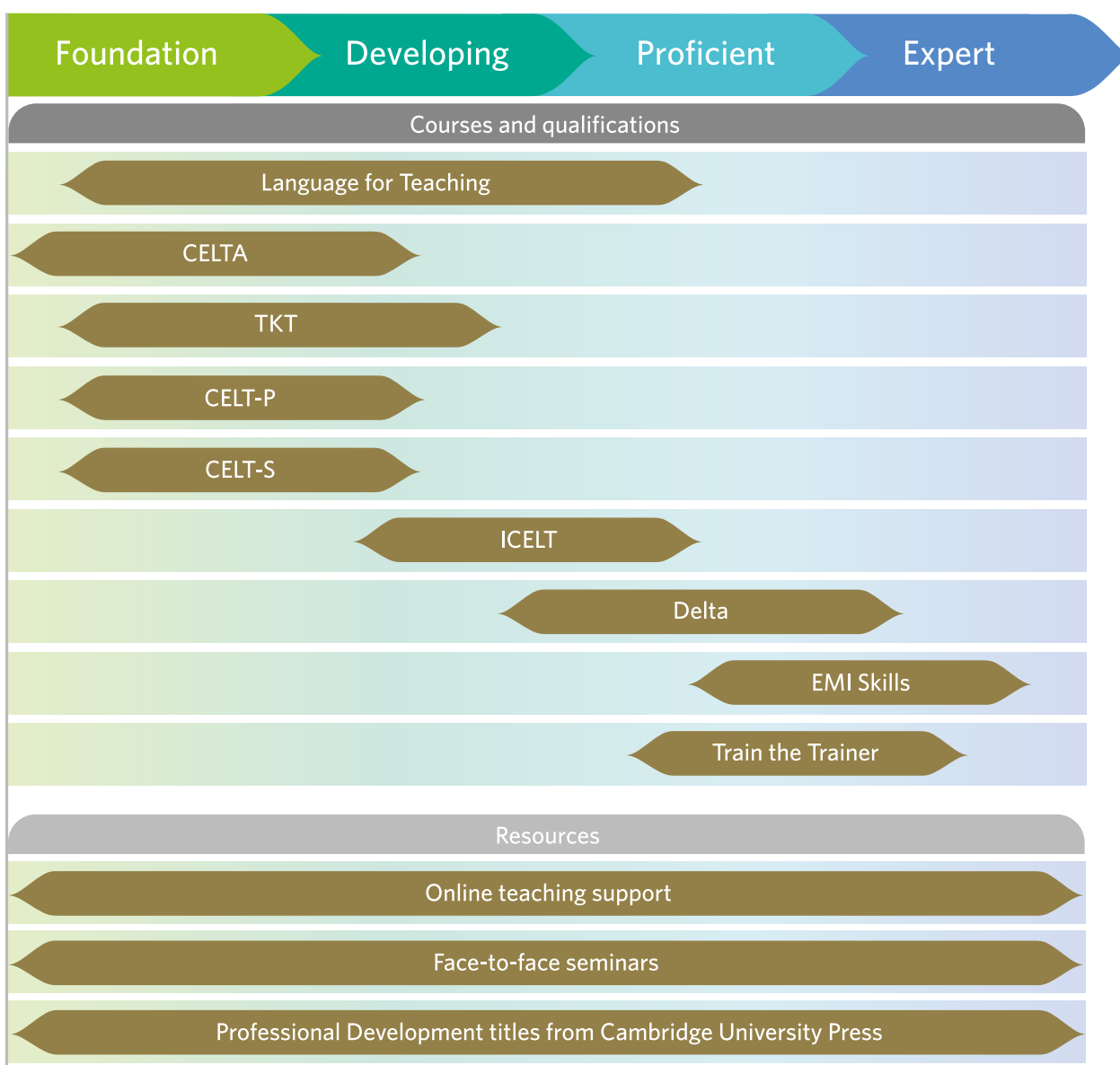


Fig. 6. Cambridge English courses, qualifications and resources for teachers.

Language for Teaching

This online course is for teachers who are working in primary or secondary education, with learners aged 6-18.

The course is offered at three levels, dependent on the starting language level of the participating teachers: CEFR Level A2, B1 and B2. Each course has three modules:

- i. Language for the classroom
- ii. Language for teacher-learner communication
- iii. Language for the professional.

Each module has a dual language focus on general English and English for the classroom, giving teachers the language they need to teach with confidence.

The *Language for Teaching* courses are at Foundation to Proficient stages on the Cambridge English Teaching Framework.

Teaching Knowledge Test (TKT)

TKT is a modular multiple-choice paper-based test which focuses on general principles and practice of English language teaching:

- iv. Language and background to language learning and teaching
- v. Lesson planning and use of resources for language teaching
- vi. Managing the teaching and learning process.

It also includes specialist modules which focus on Content and Language Integrated Learning (CLIL) and Teaching young learners.

TKT is at Foundation to Developing stages on the Cambridge English Teaching Framework.

CELT-P and CELT-S

These are online English teaching qualifications which help teachers to get the best from their students by developing their English teaching skills at primary and secondary level. Since many teachers are still developing their operational command of English, the content is accessible for teachers with an intermediate level of English (CEFR B1).

These two courses help teachers to create strategies for the key challenges of teaching English as a foreign language in a primary or secondary school context, such as classroom management with large classes and motivating learners. Teachers build on their teaching knowledge and skills, through a combination of online study and observed teaching practice with an approved trainer.

The courses help them to:

- develop their understanding of, and ability to respond to, the specific needs of primary or secondary school learners
- extend the range of approaches for developing their learners' language skills
- become more aware of ways to make effective use of resources to support learning in and beyond the classroom.

CELT-P and CELT-S are at Foundation to Developing stages on the Cambridge English Teaching Framework.

Certificate in EMI Skills (English as a Medium of Instruction)

This online course aims to support university professors, lecturers, tutors and researchers whose first language is not English, but who use English to teach students, present academic papers and interact with colleagues.

The course modules include video demonstrations of University of Cambridge lectures, seminars and tutorials. The course aims to help higher education professionals to:

- communicate more effectively in English with students and colleagues
- use a range of language in different situations, from lectures and tutorials to conferences and online discussions
- increase familiarity with a range of skills for delivering instruction in English.

The *Certificate in EMI Skills* is at Proficient to Expert stages on the Cambridge English Teaching Framework.

Train the Trainer

This is a face-to-face course for experienced teachers who wish to develop the knowledge and skills they need to train English language teachers working in primary and secondary schools. They learn how to facilitate training sessions, observe teaching and give constructive feedback. Teachers who successfully complete the *Train the Trainer* course have the skills needed to support teachers on the *CELT-P* and *CELT-S* courses.

The course helps teachers to:

- develop skills for designing and delivering teacher training sessions and courses
- deepen their understanding of key issues in planning and delivering training courses
- develop an understanding of good practice in observing and giving feedback to course participants
- identify strategies for their further development as a trainer.

The *Train the Trainer* course is at Proficient to Expert stages on the Cambridge English Teaching Framework.

Preparing learners for their future studies and careers is of fundamental importance to Cambridge English. Strategies for developing learners' language, study and workplace skills are, therefore, embedded in both the language and methodology input in the courses described above, and include:

- increasing learners' exposure to English and opportunities to develop language and skills
- increasing opportunities to engage in meaningful communication
- developing independent learning skills, and self- and peer assessment techniques
- developing skills for collaborative pair and group work
- developing lower and higher order thinking skills
- developing English alongside the use of technology
- developing creativity and resilience in learning.

In order to integrate theory and practice in all Cambridge English courses, teachers are presented with tasks to immediately apply or relate new knowledge to a classroom situation and reflect on the experience. Such an approach consolidates new knowledge and helps to ensure relevance and the implementation of new ideas and strategies. It provides opportunities to address challenges such as large classrooms, limited access to resources, learner motivation and engagement with the curriculum. It also helps teachers to make changes to their teaching practice in achievable stages.

Where providers choose blended versions of the teacher development courses, face-to-face sessions, assignments and teaching practice (in *CELT-S* and *CELT-P*) provide opportunities to receive feedback from a tutor. However, online course modules and self-access materials also provide immediate support and feedback which is designed to help teachers become aware of what they know and don't know, and build confidence.

MOOCs

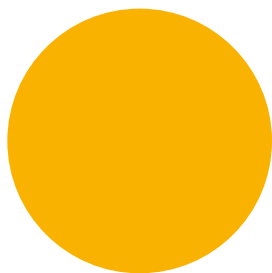
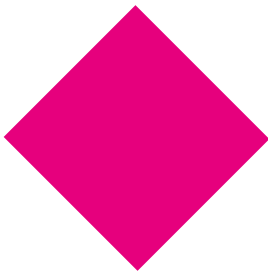
In 2016 Cambridge English added two Massive Open Online Courses (MOOCs) to our portfolio of online courses:

- *Exploring the World of English Language Teaching*, aimed at people considering teaching English as a foreign language
- *Teaching your Subject in English*, aimed at developing subject teachers' confidence to use English effectively in teaching their subject.

The aim of the MOOCs, in line with our goal to improve outcomes for learners through effective teacher development, is to provide accessible training for teachers with limited time and opportunity to engage in professional learning. Our MOOCs have allowed teachers to:

- work at their own pace in connection with a wider learning community . (typically participants enrolled in Cambridge English MOOCs include participants from nearly every country across all continents)
learn from the experience of others through the social learning opportunities embedded in the course
- share issues and solutions across a range of contexts
- take a first step towards further professional development.

Our experience to date indicates that MOOCs raise teachers' awareness of their development needs, and that social learning supported by Cambridge English appointed educators and mentors is a powerful motivator to engage teachers in reflecting on and improving their professional practices.



U.K. Accredited International Teaching Qualifications

Cambridge English also provides world-leading teaching qualifications for new and experienced teachers who mostly work in non-compulsory education and private language schools.

Certificate in Teaching English to Speakers of Other Languages (CELTA)

CELTA is accredited and recognised by the Office of Qualifications and Examinations Regulation (Ofqual) at level 5 on the Regulated Qualifications Framework (RQF), in the U.K., and given premium product endorsement by NEAS in Australia. CELTA is recognised by employers, language schools and governments around the world. Over 1,500 CELTA courses are run by 300 centres in 70 countries each year.

A key feature of the CELTA course is hands-on teaching practice and the observation of experienced teachers. The course covers the essential skills and knowledge for teaching English to adults and older teenagers:

1. Learners and teachers, and the teaching and learning context
2. Language analysis and awareness
3. Language skills: reading, listening, speaking and writing
4. Planning and resources for different teaching contexts
5. Developing teaching skills and professionalism

Diploma in Teaching English to Speakers of Other Languages (Delta)

Delta is Master's level qualification and is accredited by the Office of Qualifications and Examinations Regulation (Ofqual) at level 7 on the Regulated Qualifications Framework (RQF), in the U.K. Delta is for teachers with at least one year's teaching experience. It is a combination of theory and practice, suitable for teachers working in any context, with any age range – young learners, teenagers or adults. It consists of three free-standing modules:

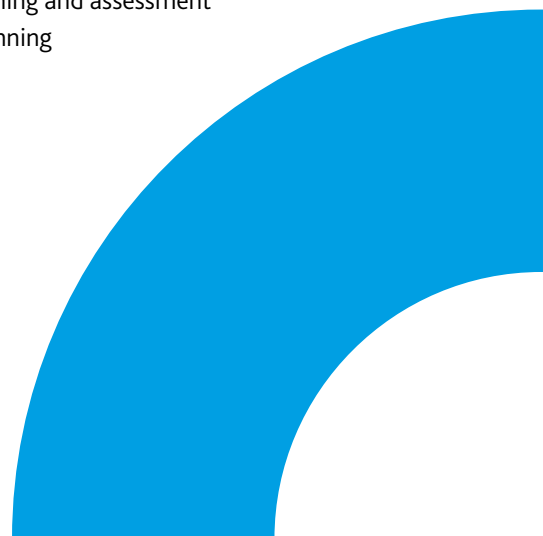
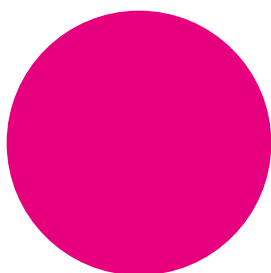
Module One Understanding Language, Methodology and Resources for Teaching

Module Two Developing Professional Practice

Module Three Option 1: Extending Practice and ELT Specialism
Option 2: English Language Teaching Management

Teachers with a Delta:

- have a good understanding of language acquisition, systems and skills
- have a good understanding of methodology and approaches to teaching, learning and assessment
- understand and can apply the key principles of syllabus design and course planning
- can reflect on your current beliefs and practices as a teacher.



Transforming professional development for teachers

The Cambridge English professional development offer ensures that teachers have the knowledge, skills and confidence they need in order to teach effectively, and the qualifications that prove it, helping to raise standards and enhance student learning. However, as has been identified, using these various components of teacher development effectively requires local implementation so that the professional development:

- is seen by teachers to be relevant to their needs
- supports teachers to develop new professional skills in a systematic and ongoing way
- creates a sustainable training model
- creates professional collaborative learning opportunities with peers and mentors.

Case studies of the use of Cambridge English teacher courses and qualifications

The following case studies show how Cambridge English is supporting teachers, trainers and institutions, in the development of excellent English language professionals.

Professional development for teacher trainers: Train the Trainer

The *Train the Trainer* course has helped improve both the training and English language skills of teachers from one of Turkey's largest school chains. The Turkish Education Association (TED) is a national chain of 35 private schools, from pre-school to secondary level, which actively promotes the teaching and learning of English. Part of this mission is also to support professional development by providing 'extensive in-service training programmes' for TED teachers, especially for those teaching English.

To achieve this, TED identified the need to strengthen its local trainer resource in order to support the broader training objectives of the TED group, as well as the specific development needs of the participants selected for training. Eighteen participants from TED schools across Turkey attended the course which was held in Ankara and comprised five days of classroom-based training. The course tackled issues such as the analysis and design of training sessions, managing teacher observations, and giving feedback. The sessions were delivered by a locally based Cambridge English trainer experienced both in teacher training and in the demands of the Turkish education system, and who could adapt course content according to the needs and experience of the TED teachers.

As is often the case in teacher training, course participants had varied expertise (of both teaching and training), but the face-to-face sessions proved a very successful training strategy for this mixed-ability group. The classroom context encouraged delegates to share ideas and experience, and provided an opportunity to exchange thoughts on a range of relevant issues. Participants with limited training experience welcomed the comprehensive content covered by the course, while older and more experienced trainers appreciated the opportunity to refresh their knowledge, give their feedback on established concepts, and also extend their own understanding, especially of how to observe and give feedback to the teachers they would be supporting.

The overall participant response was highly positive, and TED hopes to run additional *Train the Trainer* courses in the future as a result. In addition, successful *Train the Trainer* course participants were able to put their newly developed or improved skills into practice when they were asked to support colleagues enrolled by TED onto the CELT-S qualification from Cambridge English (*Certificate in English Language Teaching – Secondary*). As part of the CELT-S course, *Train the Trainer* participants assessed coursework and teaching practice, with some also delivering the face-to-face training element of the CELT-S course – real evidence of the increased in-house training capacity delivered by *Train the Trainer*. 'The course encouraged new trainers to explore their role as a trainer. Course participation was incredible and we were all more than prepared to share ideas and experience.' (Participating teacher)

Professional development for secondary school teachers: Certificate in English Language Teaching – Secondary (CELT-S)

Teachers from one of Turkey's largest school chains have been working towards an international qualification from Cambridge English Language Assessment as part of a programme of professional development.

The Turkish Education Association (TED) is a national chain of 35 private schools, from pre-school and secondary level, which has a policy of encouraging English language teaching and learning, and a proactive approach to teacher development. For this reason, TED wanted to introduce an international English teaching qualification into its professional development programme, in order to develop and enhance classroom skills and improve confidence in English language ability. The qualification would also play an important role in the retention and recruitment of high-quality teaching staff.

To achieve these goals, TED offered the Cambridge English CELT-S qualification (*the Certificate in English Language Teaching – Secondary*) to a group of teachers from across the TED network. CELT-S is aimed specifically at English teachers working in secondary education and is designed to improve classroom performance through a combination of online study and observed teaching practice. In the case of the TED participants, the course also included classroom sessions held in Ankara.

This blended learning approach proved ideal for the TED teachers taking part. Online modules could be completed at a time convenient to each course participant, teachers were observed (by trained TED staff) during scheduled classes, and the off-site classroom sessions delivered maximum impact in terms of shared experience and collaborative learning. In addition, by combining study with work, teachers could immediately add new skills to their classroom practice.

Sixteen teachers took part in the first CELT-S training programme which comprised around 120 hours of study undertaken over a six-month period. Participants reported immediate and positive impacts from the first day of the course, welcoming the mix of practical and theoretical coursework, and commenting that the course was 'up to date' and reflected 'real situations which we face during our teaching'. TED senior managers have also noticed the positive impact of the CELT-S course. According to Dr Fatma Ataman, TED Foreign Language Coordinator, there has been a 'significant improvement in the teaching skills of those who attended the CELT-S course', underlining the value of the qualification as an efficient and effective professional development tool, which adds real value to a teacher's CV. 'CELT-S is the full package – it is a really useful training programme which every teacher should experience.' (Participating teacher)

Professional development for primary and secondary school teachers: Language for Teaching

The Language for Teaching course run for the Ministry of Education in Peru was a project aimed at helping in-service English language teachers to improve their English language skills for the classroom. Two courses were offered: A1 transitioning to A2, and A2 transitioning to B1. The course consisted of three components: an online study component, three face-to-face weekend training events, and fortnightly live online group tutorials with a UK-based English language tutor.

Around 90% of the teachers who completed an end-of-course questionnaire felt that their English language skills had improved substantially, and recordings of teachers' speaking over time confirmed this finding. Teachers found the course to be very motivating, engaging, enjoyable and confidence building. Moreover, the teachers also reported improving their teaching methodology, an unexpected and highly positive outcome of the course. This result speaks to the authentic and relevant course content, and is a major strength to take forward. 'It was an excellent experience to learn and improve the variety of strategies that I can use with my students.' (Participating teacher, on the benefits of the online study component)

The course format and content, which was designed for in-service teachers and emphasised professionalism and collegiality, was highly valued by the teachers. The teachers reported that there were a good range of activities and adequate practice opportunities in the course, and generally they found the course content to be appropriate for their level of English proficiency. They particularly appreciated the supportive learning community of teachers that the course created, the opportunity to collaborate in learning with their colleagues, and the opportunity to receive instruction from a skilled tutor in the UK. 'Learning more about the language and different ways of speaking from the virtual tutor and my colleagues. I had a lot of fun and what I learnt and enjoyed won't be erased.' (Participating teacher, on the most valuable aspect of the online group tutorials)

The two main challenges that mediated the impact of the course for teachers were technology and time. One third of teachers did not participate in any online group tutorials, most likely due to technological and scheduling difficulties. Over half of teachers raised technology – either their own digital literacy or connectivity issues in their location – as the primary reason why they did not participate more often in the online study component and online group tutorials. Finally, despite a desire to participate, lack of spare time for online study and work-tutorial scheduling clashes were also reported by over half of teachers, and this reality is confirmed by the rise in online group tutorial attendance during the Peruvian winter holidays, when teachers had more free time. Dealing with technology and time issues would have the single biggest impact on further maximising course impact.

In summary, the course was a valuable professional development opportunity for Peruvian English teachers, and the impacts could be far-reaching, as these participating teachers reflected: 'Thank you very much for the opportunity. I learnt a lot, improved my level of English and even better improved my teaching with my students. This course enabled me to improve my lessons and I'd like to continue learning and to participate in future courses with you.'

'It was an excellent program. I could see the results immediately. The classes were all very motivating.'

'I am thankful for the grant, as I could improve my English as a teacher, and I truly feel motivated to put what I learnt into practice with my students, and that it will be useful in their lives. Thank you.'

Professional development for university lecturers: Certificate in EMI Skills (English as a Medium of Instruction)

Lecturers at one of Latin America's largest higher education institutions improved their EMI skills by using a blended training course from Cambridge English Language Assessment. EMI is increasingly used in degree and other courses by universities worldwide, including Mexico's Tecnológico de Monterrey, a major, multi-campus university and one of the largest in Latin America. Senior staff were aware, however, that a number of lecturers lacked the knowledge of instructional English required for undergraduate-level teaching. In response, Cambridge English provided a tailored EMI training course delivered using a blended, online approach comprising training modules and 'virtual classroom' sessions. This allowed lecturers from different sites to take part without having to travel – a flexible, convenient and effective alternative to a classroom-based course. Successful participants also received an international certificate, the *Certificate in EMI Skills*, proof of their ability to use English more effectively and appropriately in different teaching contexts.

Twelve lecturers took part in the first training course, representing academic subjects from Economics to Chemical Engineering. Although most participants had a good level of English, few had experience of using English to teach their subject, or had received any specialist EMI training. They therefore welcomed the opportunity to take a course focused on the specialist skills and knowledge required for effective EMI. The 40-hour course comprised online modules, which use extensive video of Cambridge University lecturers, and scheduled 'virtual classroom' sessions during which delegates could ask questions and take part in group work. In addition, Cambridge English provided constant support to ensure that delegates maintained progress through the course.

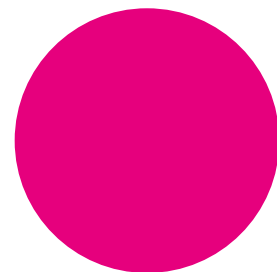
Overall feedback was very positive, with many delegates welcoming 'the agility of the sessions', the 'speed and focus' of the course, the 'interesting' and 'relevant' course content, and the interactivity offered by the virtual classroom. As a result, Tecnológico de Monterrey plans to run more EMI courses for its lecturers, and also plans to combine EMI study with a higher-level English language teaching qualification, also from Cambridge English, in order to further enhance teacher development. 'I was very happy to have the opportunity to follow the EMI course ... and very grateful to the online teachers – they were very professional and I learned a lot from them. The way they managed the online course was a model for me to follow.' (Participating teacher)

What next for teacher professional development?

Digital learning is here to stay and it is highly likely that in the next five to ten years the use of technology to enable teacher professional development will only increase. Digital technologies provide opportunities for professional development which are ever more flexible, affordable and accessible, allowing just-in-time learning for teachers. Digital professional development empowers teachers to learn more effectively and more independently; accordingly we should re-evaluate our expectations, ensuring that we advocate professional development that has a real impact on teachers' professional practices and on the learning outcomes of their students.

Training and development will still need to be funded and supported by institutions on behalf of their teachers, but the existence of frameworks and professional development opportunities guided by best practice principles, as described in this paper, will enable institutions to set relevant and structured goals for their teachers and, importantly, for teachers to self-assess and set their own goals. Above all, institutions and teachers should capitalise on the potential of digital technologies to impact positively on student learning outcomes. Teachers, like their learners, need to develop the skills needed to learn and work in our modern world, both now and in the future, embracing the new approaches to teaching and learning that digital technologies make available, and maintaining a sense of curiosity and creativity towards these new approaches.

With appropriate continuous support and opportunities for effective professional development, we can equip the many thousands of teachers in classrooms across the world with the expertise to prepare learners with the English skills needed in a multilingual 21st century world.



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