

Supplement: UK & Ireland ELT Masters Listings

el·gazette

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A close-up photograph of a person's hands holding a large, faceted blue diamond. The person is wearing a dark suit jacket and a white shirt. They are holding the diamond between their fingers, and a magnifying glass is positioned over it, focusing on its facets. The background is blurred, showing what appears to be an office or laboratory setting.

Is it the genuine article?

Spot the scammers hitting schools and scholarly journals

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Traffickers target
boarding schools

HIDDEN GEMS
London schools at
bargain prices

DODGY DATA
How to avoid
pseudo-research

FAKE FACTS?
Help students
think critically

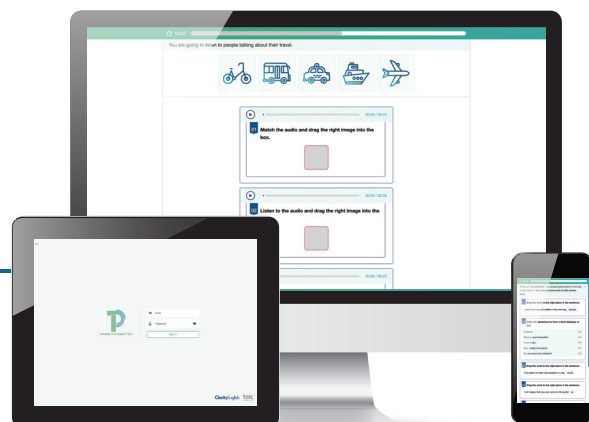
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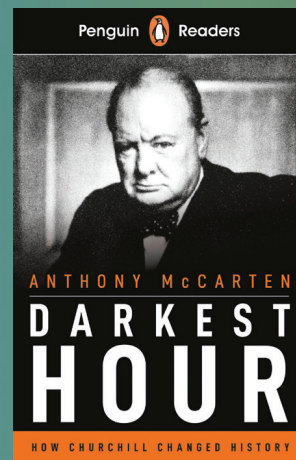
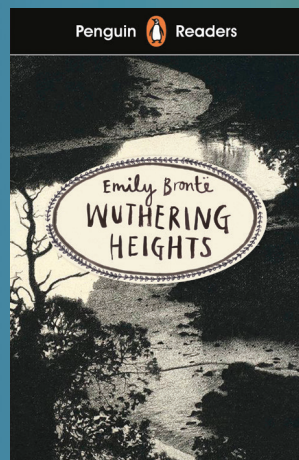
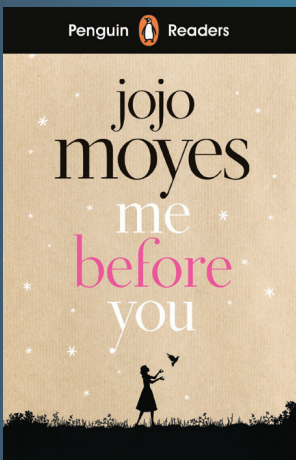
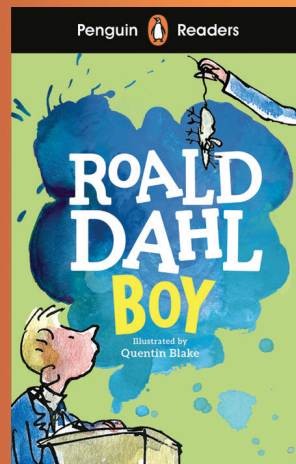
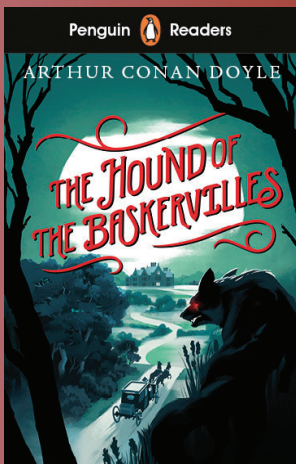


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Fakes, facts and dodgy statistics

It's not always easy to tell the genuine article, even in education. But the job of a journalist is to try to do so, say *Melanie Butler* and *Ron Ragsdale*

All that glitters is not gold. Here in the UK we have been floating in the sea of dodgy data and sloppy statistics that is the modern parliamentary election.

And now, no sooner has a new government taken power than they announce a whole new list of Secure English Language Test providers in whose Secure English Language Centres migrants and students in search of a UK visa will be able to sit an authorised exam.

SELTs, as the tests are called, were introduced following the revelation that several UK centres were helping students cheat on their TOEIC tests. Around 50,000 international students had their visas revoked and, despite a string of reports questioning the evidence, tens of thousands are still fighting to clear their names.

Stories of fake test takers, fake (or illegal) teachers (see page 9 for news on continuing expulsions from China) and even fake universities have long filled the *Gazette* news pages. But in this issue, we report on a brand-new scam: fake agents. Human traffickers have been smuggling illegal migrants into the UK via British boarding schools, unbeknownst to the schools involved (see page 6). Like all these scams, it's bound to turn up in other countries, too.

Talking of British boarding schools, they have had their own case of Breaking Bad, with the conviction, in Singapore, of one former headmaster found in possession of crystal meth. OK boomer, we've put you on the naughty step on page 13.

It's hard to know who to trust these days. Even the august world of academic journals is plagued by a plethora of pay-to-publish publications. How can you spot the dodgy papers? Gillian Ragsdale gives you her top tips on pages 38-39. And Wayne Trotman reviews a new title on page 40 that aims to help English language learners develop critical thinking skills, like assessing the validity of content on the internet.

And talking of dodgy data, try finding out the hourly cost of a UK language course! We started out with a list of nearly 90 accredited schools in London, but you can't find the fees on half the school websites. They ask you to email, ring their salespeople or talk to a screen bot with a chirpy message, "Hello. My name is Maria, how can I help you today?"

But we persevered and can reveal, on pages 18-20, the best value schools in London, based on their price and their quality, as judged by the British Council inspectors. And, in our annual Masters listings supplement, we do our best to evaluate the evidence and help you choose the jewels.

Botty box Maria, of course, is not a scam. But she is a mistake – not least because she only speaks English, the language that the student is trying to book a course on in order to learn.

And some mistakes we just have to live with. One such mistake may well be English as a Medium of Instruction in non-English medium countries, as Professor Ernesto Macaro explains on page 36. It may not be a good idea to have academics who don't speak very much English trying to teach Physics in English to students who don't speak it either, but we must find ways to help them.

Needs must, as we say in the UK, when the devil drives.

“Like all these scams, it's bound to turn up in other countries, too.”

MELANIE BUTLER, EDITOR-IN-CHIEF RON RAGSDALE, MANAGING EDITOR

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theteam .

MELANIE BUTLER, editor-in-chief, started teaching EFL in Iran in 1975. She worked for the BBC World Service, Pearson/Longman and MET magazine before taking over at the *Gazette* in 1987 and also launching *Study Travel* magazine. Educated in ten schools in seven countries, she speaks fluent French and Spanish and rather rusty Italian.



RON RAGSDALE, managing editor, gained his MA-TESOL at Portland State University in Oregon 25 years ago, and has worked in ELT publishing ever since, with teaching stints in Istanbul and Cairo. In addition to managing teams at Pearson and Cambridge ELT, including as Publishing Director, Ron has worked with Ministries and local partners in over 30 countries.



MATT SALUSBURY, news editor and journalist, has worked for *EL Gazette* since 2007. He is an activist in the National Union of Journalists and co-edits its newsletter, *The Freelance*. He taught English for 15 years in the Netherlands, in Turkey, in a North London further education college and now as an English for Academic Purposes tutor at the London School of Economics. He is a native English speaker and is also fluent in Dutch.



GILL RAGSDALE, research news reporter, has a PhD in Evolutionary Anthropology from Cambridge, and teaches Psychology with the Open University, but also holds an RSA-Cert TEFL. Gill has taught EFL in the UK, Turkey, Egypt and to refugees in the Calais 'Jungle' in France. She currently teaches English to refugees in the UK.





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Student trafficking scam hits UK

By Melanie Butler

At least 21 Vietnamese students have disappeared from British boarding schools as part of a people smuggling scandal, according to the *Times* newspaper. Many are still missing and are feared to be working illegally in nail bars and cannabis farms.

Under UK law, schools whose students go missing risk having their license to enrol international students revoked. So how have they been scammed into enrolling trafficked teenagers?

The answer appears to lie with rogue educational agents in Vietnam, according to the Boarding Schools Association (BSA), several of whose members have been caught up in the scandal.

Robin Fletcher, chief executive of the BSA, told the *Telegraph* that, “a small number of criminal rogue agents have tried to exploit the system... On the very rare occasions this has happened, our schools have followed the proper procedures, reporting to the Home Office and the police.”

Research by the *Gazette* confirms that rogue agents are almost certainly involved. One clue is the type of school which appears to have fallen for the con trick: most appear to be for-profit ‘international’ schools and colleges who enrol the vast majority of their students from outside the UK, largely through overseas agents.



Many trafficked students enter the UK legally, then disappear

Most traditional British boarding schools are not-for-profit institutions. The majority of their students are local UK residents, and they enrol international students only to bolster their boarding numbers. This makes them less reliant on overseas agents for survival.

Gazette sources with experience in the international boarding school market confirm that these schools are often heavily reliant on agents, paying commissions of 20 per cent or more, twice the rate on offer from the traditional boarding sector.

One source, who formerly ran an international college, told us that termly fees are generally

paid directly by parents, to avoid the danger of agents overcharging them before the student can obtain a visa. Once the student has arrived and settled in, the agent will then be paid the commission. In the Vietnam cases, students typically disappeared half-way through the first term, just at the point that the commission would normally be paid locally.

How could the schools have been taken in? Again, the senior manager had a suggestion. It is down to UK schools having to vet overseas agents. Though some schools do recruit through UK-based agents, who do the vetting, most rely on references for new agents from schools who

have previously used the agent, as well as from other agents in the same market.

“All the rogue agent needs to do,” our source explained, “is place one or two legitimate students in a well-known school for a year and then use that school as a reference. Since the referee would have had legitimate students, they would report no cause for concern.”

Relying on schools to vet agents, we were told, created a “hole in the immigration system,” because while schools can be closed down for unwittingly letting in smuggled students, the agent who sent them can simply go on exploiting the system.

newsinbrief. from *Gazette* news editor Matt Salusbury

ISRAEL: The Council for Higher Education has announced a new “Study in Israel” initiative, which aims to double the number of international students studying in the nation’s universities – currently at 12,000. The initiative, which includes 26 newly-approved English-medium degrees, will target students from North America, India and China.

EU: The European Parliament confirmed its package of emergency guarantees for Erasmus+ exchanges, in the event of the UK leaving the EU without a deal. The package underwrites Erasmus+ grants, including those to “UK participants”, until 31 December 2020, as long as the UK commits to paying its EU contributions up to that date.

AFGHANISTAN: Two captured English professors – Australian national Timothy Weeks and US national Kevin King – have been released as part a prisoner exchange deal with the Taliban, brokered by US envoy Zalmay Khalilzad. The two were abducted at gunpoint on the Kabul University campus in August 2016.

NORWAY: An extra 30 million kroner (£2.5 million) for Norpart scholarships has been announced, enabling an extra 100 students a year from eligible countries of the “Global South” to study in Norway. The programme was cut in 2016. Among those advocating its restoration was Crown Prince Haakon.

INDIA: Andhra Pradesh is to phase in English medium in “all government schools” from November. Students in the first eight years of their education will be taught in English in 15,000 government schools this year, with another 40,000 schools to follow next year. Telugu – the state language – remains a compulsory subject.

UK: Learning English is now taken as a sign that footballers want a job in the English Premier League. Brazilian striker Everton Soares, whose wife has posted Instagram clips of her teaching him English, has reportedly flown over for a medical with – not the Liverpool club with whom he shares a name – but Arsenal.

EF test hits headlines as sample size soars

by Matt Salusbury

November saw the publication of the ninth Education First Proficiency Index. Based on EF's own online English test, the publication of the Index is the annual cue for editorial writers around the world to beat themselves up about their nation's English proficiency.

The Italian, Thai and Japanese pundits were among those to bemoan their results on the 2018 EF online test, which only assesses Listening and Reading. An unprecedented 2.3 million people took the test. In the same period, three million candidates took Ielts.

EF found the Middle East continuing to fall behind other regions, with an average score of 44.6. The EF test, however, does not assess speaking, the strongest English Language skill among Arabic speakers, according to Ielts statistics.

Gulf News reported that the UAE's performance in the EF tests was slightly better, up one place to 70th; while according to

the *Arab News* Saudi Arabia fell 15 places to 98th on the Index.

Speaking in Saudi Arabia, EF's Director of Academic Management, David Bish, said he felt that many Saudi higher-achievers in English weren't taking EF's test, and recommended that more locals should take them, "to show what Saudis can do," according to *Arab News*.

Access to the internet may impact national scores. EF's own notes on the Index described a correlation between higher scores and "technology adoption," including access to "secure servers" and broadband subscriptions. This could explain why war-torn countries like Syria, Iraq and bottom-ranked Libya lag behind, as do poverty-stricken countries in non-Anglophone Africa.

EF Index results are roughly in line with the performance seen in Ielts and Toefl results. Japanese and Italians, for example, tend to underperform neighbouring countries on all three tests.

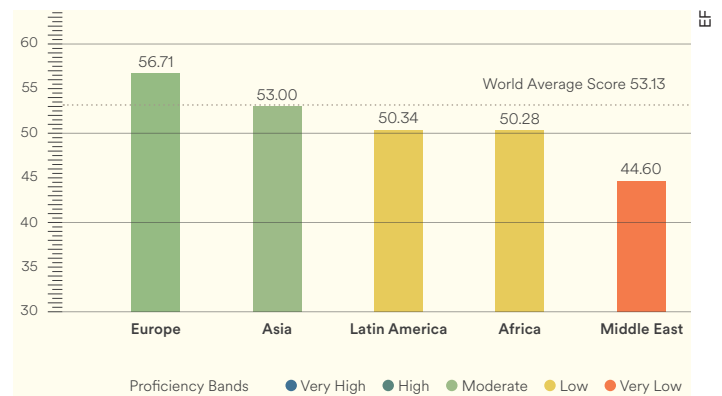
Only EF, however, reports dramatic national swings, such as

Vietnam's recent fall from 41st place to 52nd, according to *VietNews*, or the nine-place drop for Thailand, reported by *Thai PBS World*. These sudden changes may reflect changes in the demographic profile of those choosing to take the test. By contrast, the profiles of Toefl and Ielts test takers, which are largely made up of highly-educated students and highly-skilled migrants, do not vary from year to year.

Few changes were seen at the top of the Index this year. The

Netherlands was again in first place, followed by Sweden, Norway and Denmark. Singapore, whose English-medium state school system tops the OECD academic rankings, came in sixth.

Singapore also does well at Ielts, while the sample sizes for the Netherlands and the Nordic countries are too small to make it into the statistics. The 2018 figures for Toefl, however, showed the Nordics as strong, with the Dutch in second place – just behind the Irish.



EPI regional averages from the ninth EF Index

Japan postpones new tests

by Matt Salusbury

Education minister Koichi Hagiuda has postponed controversial plans to introduce private English tests – including Japan's Eiken test and ETS's Toefl – alternatives to the state's National Center Test for University Admissions. The announcement to postpone was made in November.

Shortly before the announcement, Hagiuda had apologised for stating that "people should choose to compete for university places in accordance with their standing," a comment widely disparaged as discriminating against poor and rural students.

Prime minister Shinzo Abe later told parliamentarians that he was sorry for, "the trouble the postponement has caused to students who were preparing for the tests, and to officials concerned," *NHK* reported.

The proposed introduction of



Education minister Koichi Hagiuda

these relatively expensive private English tests was due to begin in academic year 2020. Students would have unlimited opportunities to do practice runs for these in the first and second years of high school, with the results counting towards their English scores for university admission. Access to test centres, however, could favour wealthier students and those from urban centres.

According to *The Mainichi* newspaper, the entire plan to have private English tests count towards university admission will now be reviewed, with a "new system" of English exams for university entry (with or without the private tests option) now expected to be adopted in 2024.

New UK government, new SELTs

by Matt Salusbury

One of the first acts of the UK Government, elected in December, was to appoint providers for the Secure English Language Tests (SELT) needed for UK Visa applications by migrants and international students.

The previous SELT regime, dating from 2015, had only two providers – Ielts and Trinity College London. Following a tendering process, UK Visas & Immigration has announced new "commercial agreements", under which Ielts and Trinity will be joined by new providers Pearson, PeopleCert and PSI Services, an "assessment and talent management" company based in Glendale, California. These agreements will last at least three years.

Among the new providers is Athens-based PeopleCert, who administer the LanguageCert International ESOL SELT in

partnership with Prometric. PeopleCert expect to roll out their ESOL SELT globally from April.

The Pearson SELT is the digital Pearson Test of English (PTE) in its PTE Academic and PTE Home variants, on offer at over 250 test centres globally.

Alistair Fryer-Bovill, senior director, international marketing at PSI Services, told the *Gazette* the company will reveal more details of its SELT – available outside the UK only – in early 2020. Their new exams are rumoured to have been produced by the Scottish Qualifications Authority.

Trinity College London's tests – Trinity GESE and Trinity ISE – can currently only be taken at ten test centres within the UK, although the exam board expect to open more centres soon.

Also "reappointed" is Ielts, whose Ielts for UKVI and Ielts Life Skills are currently available at 110 test centres worldwide.

USA:

Provision for English Language Learners (ELLs) in Chicago's public school system was included in the terms of the Tentative Agreement between the Chicago Teachers Union (CTU) and Chicago Public Schools, which ended an 11-day strike by 25,000 of the Windy City's teachers in November.

Chicago is the third-largest school district in the US, with one-fifth of its 300,000 students designated ELLs. Under the Tentative Agreement, there will be, "more support for our English Language Learner and special education students," according to CTU vice-president Stacey Davis Gates, with more teachers dedicated to ELLs. Teachers who take an ELL "endorsement program," leading to an ELL specialist qualification, will also have half their tuition fees reimbursed as part of the deal.

Other concessions won in the strike include a nurse and social worker in every school, more money for teacher recruitment, and \$35 million to reduce class sizes.

PIXABAY



The city of Chicago

LITHUANIA:

The first British international school to open in Lithuania has been officially recognised by the Lithuanian Government. The British School Vilnius (BSV), located in the Baltic state's capital, secured government approval on 30 October to teach the English National Curriculum, as taught in England. The BSV's headmaster, Andrew Prosser, told the *Gazette* that this recognition will "enable us to cater for both Lithuanian and expat families."

The *Baltic News Network* (BNN) website reported that, prior to the recognition, the BSV operated as an "establishment of informal education." Prosser

explained that the school officially opened in academic year 2019-2020 with its "first cohort of children from Nursery to Year 4" (Year 4 is for pupils aged eight to nine.) BSV's head of the reception department (for four- to five-year-olds) told BNN that all classes would be in English medium, except for Lithuanian and Spanish language classes. All the current teaching staff are qualified in the UK with previous experience of teaching the English National Curriculum.

Primary school classes for Year 5 and Year 6 will open in 2020, with a secondary school opening the following year.



Children reading at the British School Vilnius

IRELAND:

A non-profit organisation whose mission includes, "promoting the contribution of older people," recently began a new academic year with free conversational English classes for over 3,800 migrants, including Syrian refugees. They are taught by 1,100 trained volunteer tutors in 132

global perspective

Gazette news editor *Matt Salusbury's*
selection of ELT news from
around the world



Free classes at the Fáilte Isteach English teaching programme

branches across the Republic of Ireland.

Anne Dempsey, communications manager of Third Age, which runs the Fáilte Isteach English teaching programme, told the *Gazette* that the programme started in 2006 in County Meath (North of Dublin) after a South American woman was spotted out shopping, helped by her young son. The programme went national in 2008.

After several days' training, tutors can receive support through refreshers and online forums. According to Dempsey, the mixed ability classes of small groups or one-to-one are, "very person-centred," and reflect student needs. Classes can include CV preparation and employment assistance. Tutors tend to be in the age range of 40s to 70s and are "mostly middle-aged," says Dempsey. The migrant students are younger and she adds that, "the inter-generational contact is important."

NIGERIA:

A critically-acclaimed Nigerian film nominated for this year's Oscars in the Best International Feature category has been disqualified for having too much English in it. *Lionheart* – Nigeria's first Oscar entry – has around 77 minutes of English dialogue and just 11 minutes in the Igbo language. Hollywood's Academy of Motion Picture Arts and Sciences rules that films in this new category (formerly Best Foreign-Language Feature) must include a, "predominantly non-English dialogue track". Nigeria's literati have pointed out that Nigerian English is their country's official language.

A feature film from Austria, titled *Joy*, which tells the story of



The film poster for the Toronto International Film Festival appearance of *Lionheart*

WIKIPEDIA/GENEVIEVE NNAJI



immigrant Nigerian sex workers in that country, was later also disqualified from the Best International Feature' Oscars category, as only about a third of its dialogue is non-English.

CANADA:

A French national working on a PhD in the Canadian province of Quebec had her permanent residency application rejected because one chapter of her French-language PhD thesis was in English. While French is the language of Quebec, English is also an official language of Canada.

Emilie Dubois, a cellular and molecular biologist, applied through the Quebec Experience programme, which offers fast-tracked permanent residence to those with work experience in the province. Dubois was initially informed that her "level of French wasn't adequate," reported the *National Post*. Dubois reported that she had received a letter ruling that she didn't speak sufficient French, "because your

thesis is considered to be written in English." Her one chapter in English was based on an article in an English-language journal.

Following an international outcry, Immigration Canada reversed their decision in November and sent Dubois the document needed for permanent residence. Quebec's government later softened Quebec Experience's French language requirements.

LEBANON:

Ismail Ajjawi, a Palestinian student resident in Lebanon, finally arrived to take up his full scholarship at Harvard on his second attempt. Ajjawi, who had been awarded the scholarship by US-based educational NGO Amideast, originally landed at Boston's Logan Airport on a student visa in late August.

Ajjawi was detained on arrival and had his phone was confiscated. Immigration officials told him they had found social media posts on his phone which were allegedly "against America,"



Ismail Ajjawi

according to stories in the US press. Ajjawi's visa was revoked and he was deported.

Led by the President of Harvard, Lawrence Bacow, university officials lobbied the US government for his reinstatement. Back home in Lebanon, Ajjawi was aided by a lawyer funded by Amideast, and support from Education USA's Beirut office. He was eventually issued with a new visa in time to be admitted to the university before term began.

In a statement, Amideast President Theo Kattouff said, "We are pleased that Ismail's Harvard dream will come true after all. Ismail is a bright young man whose hard work, intelligence and drive enabled him to overcome the challenges that Palestinian refugee youth continue to face."

CHINA:

Chinese young-learner specialist, Happy Goal Kids Education, closed its doors in November, according to Chinese website *Sixth Tone*. The chain, which specialised in teaching 3-to-12 year olds, had 40 schools across the country, according to its LinkedIn profile.

The owners of Happy Goal told *Sixth Town* that parents had begun to demand their prepayments back following the collapse in October of Web International, one of the country's oldest blended-learning providers. Web International were the original owners of Happy Goal.

A crackdown by the government on English Language schools and other private education providers has led to a number of closures, but more may be on the way. Minister of education, Chen Baosheng, is reported as saying that, as of March 2019, more than 400,000 training organisations had been investigated. Illegal practises were found in more than 273,00.

Khan condemns 'British' system

by Matt Salusbury

Speaking at the launch of Pakistan's biggest-ever scholarship programme, Prime Minister Imran Khan condemned the inequality of the "three parallel systems – English-medium, Urdu medium and religious seminaries," which he said was, "a big injustice which no one tried to talk about".

There are 800,000 students in English-medium education nationally, compared to 30 million in Urdu-medium education and two and a half million in religious education, according to figures quoted by the Prime Minister.

The new programme, Eshsas for Students, will provide a total of 200,000 scholarships over four years for students admitted to university whose families are "in poverty", according to the *Dawn* newspaper. There will also be "special provision" for students from remote rural areas.

At the launch, Khan tweeted that half of the scholarships would be reserved for women and girls.

The *News International* reported Khan as saying that Pakistan's former "British rulers"



Pakistan Prime Minister Imran Khan

had, "destroyed our education system under a well-thought-out plan," and that the British-style education system would ultimately be "done away with." He also announced that Pakistan would be collaborating with Turkey on a global English-medium TV channel to "present Muslims' stance to the world."

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Traditional teaching tires teachers out

By Gillian Ragsdale

Traditional, teacher-centred teaching is more likely to lead to exhaustion than more modern, constructivist methods where students are actively responsible for their own learning, according to a study by Reza Zabihi and Mina Khodabakhsh.

Teacher burnout across all subjects is well-documented. Stress can arise from workload, lack of authority and poor classroom environments. The individual traits of teachers, such as personality type and emotional intelligence, can also contribute.

Zabihi and Khodabakhsh wanted to know whether teachers' ideas about methodology could also be a factor. To find out, 79 English language teachers were recruited from institutions across Mashad, Iran to answer two questionnaires.

First the *Maslach Burnout Inventory* assessed their degree of burnout by asking how much they agreed with statements like: 'Working directly with people puts too much stress on me'.

The *Teaching and Learning Conceptions Questionnaire* then assessed whether their ideas about teaching were more traditional with questions such as, 'It is best



Iran's educational system remains traditional

if the teachers exercise as much authority as possible in'; or more learner-centred, with questions like, 'Good teachers always encourage students to think of answers themselves'.

Although the Iranian education system favours traditional methods, overall these teachers tended towards a constructionist approach. Their average level of burnout was moderate.

Analysis revealed that traditional teaching was significantly positively correlated with burnout, while a constructionist approach was significantly negatively correlated. Teachers who used a more

modern, student-centred approach were less exhausted.

A constructivist approach specifically predicted lower levels of depersonalisation, meaning teachers were 'less likely to form a detached and insensitive attitude about teaching and students'.

The results support a move towards student-centred education, but there were a couple of questions. The majority of teachers in this study were women (45 women vs 29 men), and they were not randomly selected – they all volunteered. Perhaps exhausted teachers might not be so eager to help?

A more traditional approach may seem more straightforward and less work, but among this group of teachers it also predicted higher levels of exhaustion and reduced feelings of personal accomplishment.

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■ Zabihi, R. and Khodabakhsh, M. (2019) 'L2 Teachers' Traditional versus Constructivist Teaching/Learning Conceptions and Teacher Burnout.' *Current Psychology* 38: 347-353 DOI 10.1007/s12144-017-9610-z

The higher my level, the more I blame my teacher

By Gillian Ragsdale

Personal responsibility for failure decreases as adult Spanish students progress from beginner to intermediate level, report Manuel Soriano-Ferrer and Elena Alonso-Blanco in a study from Valencia, Spain.

Language-learners' beliefs about which factors influence success or failure strongly impact their motivation. The authors aimed to characterise these beliefs and see how they change as learners move up the levels.

After taking an English Proficiency Test, 407 adult learners completed both the *Attribution Success Questionnaire* and also the *Attribution Failure Questionnaire*. These asked students to rate their success or failure across the four skills, in terms of 12 attributes.

including ability, teacher influence and task difficulty.

All students felt more successful at reading. The A1 beginners felt least successful at speaking, but this became the most successful skill for B1 level students. Listening and writing were felt to be the least-successful activities.

When explaining why they succeeded or failed, A1 level students cited personal effort and strategy, while also acknowledging the influence of the teacher, task difficulty and class atmosphere. Lack of ability, effort, interest and enjoyment were seen as leading to failure.

Higher-level B2 students were more likely to see their own personal attributes, such as ability, interest and especially enjoyment as contributing to

success. But they were more likely to look outside themselves to the teacher's influence, luck and task difficulty to explain failure.

Research suggests students are generally more likely to persist in their efforts if they feel success is under their control. Similarly, attributing success to their own personal effort is more likely to boost their self-esteem and, hence, motivation.

What happens though, when success and failure are not attributed to the same causes?

In this group of learners, the A1 beginners appear to be less confident and overly dependent on the teacher for success, while the intermediate students are more confident in their own abilities – but more likely to blame the teacher for failure.

Similar studies cited by the

authors show that cultural factors can play a major role. Japanese and Thai students, for example, were much more likely to blame themselves for failure, perhaps reflecting a greater respect for teachers.

Teachers could use collaborative tasks to enable students to see the real factors leading to success or failure – as students tend to assess their peers more realistically than themselves.

REFERENCE

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Does learning languages open your mind?

By Gillian Ragsdale

Learning more languages makes you more flexible, open-minded and more likely to take the initiative in social situations, according to Jean-Marc Dewaele (Birkbeck, University of London) and Elouise Botes (University of Luxembourg).

An international sample of 651 speakers of two or more languages took the *Multicultural Personality Questionnaire* online. This questionnaire measures five traits that predict success in a multicultural setting: cultural empathy (e.g. 'I enjoy other people's stories'), flexibility (e.g. 'I [don't] like routine'), social initiative (e.g. 'I make contacts easily'), emotional stability (e.g. 'I keep calm then things don't go so well') and open-mindedness (e.g. 'I have a feeling for what is appropriate in a specific culture.').

Dewaele and Botes found that the more languages the participant spoke, the higher their scores on

three of the traits: open-mindedness, flexibility and social initiative – although the effect was quite small. This could mean that learning languages develops these traits in the learner and that encouraging language learning in general can support multiculturalism.

Or, it could be that people who are multilingual tend to become interested in other cultures and develop a more multicultural personality. There may also be a role for personality in driving the urge to learn languages. So, it is difficult to be sure about cause and effect in this study.

One group that was not part of the study were those who only speak one language. If learning languages has the proposed influence on personality, then the biggest effect might be expected when going from one language to two – and this may be why the effect sizes found in this study were quite small (with traits explaining 2-6 per cent of the variance in personality).

Studies on the influence of multilingualism on personality have tended to produce inconsistent results, which likely reflects the nature of personality research more generally, as it has a long and controversial history.

The trait most consistently linked to being multilingual is open-mindedness, and that was also the trait most strongly associated in Dewaele and Botes' study. Open-mindedness encompasses 'tolerance of ambiguity' and 'social flexibility' – highly

desirable traits for both language learning and successfully interacting in different cultural contexts. It is likely, then, that developing any one of these traits or experiences will help to improve the others.

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■ Dewaele, J-M and Botes, E. (2019) *Does multilingualism shape personality? An exploratory investigation*. *International Journal of Bilingualism* DOI: 10.1177/1367006919888581



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Clil programme covers 1,000 Kazakh teachers

By Matt Salusbury

A mass teacher-training project, involving more than 1,000 Kazakh teachers of science and IT in state schools, was completed in early November as part of a Ministry of Education national plan to improve teachers' ability to use English as a medium of instruction. The Central Asian country offers trilingual education in Kazakh, Russian and English.

The trainers were recruited by British Study Centres Transnational Education, the teacher training arm of the UK-based chain, working in partnership with Astana International University – based in Kazakhstan's capital, now known as Nur-Sultan.

Training took place in a total of seven regional centres. Most of the two-week courses each had seven British Study Centres trainers and a cover trainer, with

two courses taking place in different regional centres in any given week. Two groups of trainers taught at two locations, before moving on to the next two locations, covering a total of 50 training groups in a period of eight weeks.

Magda Sobczynska, head of Transnational Projects at British Study Centres, told the *Gazette*, that their university partners, "provided logistical academic support on the ground. Each venue had a local assistant (or assistants) who would help with the day-to-day running of the course."

"Astana International University have a real focus on quality delivery which matches our own," she added.

The programme aimed to give practical instruction in Clil methodology and to build the participants' confidence in promoting and managing a



BRITISH STUDY CENTRES

Kazakh teachers and their trainer celebrate their success

communicative, "student-centred" classroom in English. The courses for science and IT teachers included opportunities for micro-teaching, while teachers experimented with a range of activities and gave feedback on each other's materials and techniques.

Bauyrzhan Abuov, from Astana International University, said of the training programme, "It generated a great deal of interest, is productive, and the team of trainers are incredibly professional. They prepare school

teachers for a new stage in education, which will improve the educational process in teaching subjects in English and modernise the training programme in the future."

British Study Centres operations include language schools, as well as teacher training and university pathway course. Astana International University is housed at the International Science Complex in Nur-Sultan. The complex includes the brand-new Astana IT University, which opened in September.



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Education in Kazakhstan

- The Republic of Kazakhstan is the world's largest landlocked country, and the most dominant economy in Central Asian – supported largely by oil and gas exports.
- The capital was moved in 1997 from Almaty, the country's largest city, to Nur-Sultan (whose name was changed from Astana in 2019).



PIXABAY

The Kazakhstan capital of Nur-Sultan is developing rapidly

- Students start primary school at the age of six, attending one of two sessions – either from 8:00 to 12:00, or from 13:00 to 17:00. Primary school lasts four years, from Grades 1 to 4 (ages 6-10).
- Secondary schools are split into lower secondary and upper secondary. All students must attend lower secondary (Grades 5 to 9; ages 10-15), but are allowed to leave the education system at the age of 15 after completing Grade 9.
- All upper-secondary pupils must choose one of three tracks: General Education, Initial Vocational Education or Secondary Vocational Training.
- Kazakhstan enjoys a 97 percent literacy rate and has long followed a policy of bilingual (Russian and Kazakh) education.
- After the fall of the Soviet Union, the Kazakh government pursued a more global perspective in its education policies. This can be seen in the country's adoption of a policy of transitioning to tri-lingualism, with the addition of English.
- English language learning was added to primary schools in 2016, and in 2018, the country began phasing in the teaching of some history and natural science courses in English. This involved training in English for teaching staff and students.

Talking Turkish ELT

By Matt Salusbury

Twenty-two Turkish teachers recently completed a course at Edinburgh College as part of their training to become master mentors for the ELT component of Turkey's Education Vision 2023 initiative. This initiative is, "arguably the largest and most important national education reform initiative in recent years," according to the British Council's ELT advisor Ben Gray.

The Council is partnering with the Turkish Ministry of Education to deliver the Vision 2023 plan to reform Turkey's entire ELT sector, including the mentors' programme. The *Gazette* talked to Aysen Guven, director for education for the British Council in Turkey, and Ben Gray, who's been supporting Guven and her team.

The first cohort of master mentors trained as part of this programme, "are all teachers of English from the Ankara region," they told us. "They are overwhelmingly female, but there were several men – 3 out of the 22. This reflects the demographic of teachers of English in state schools in Turkey," they added.

Graduates from the Edinburgh course will now work with 10 international trainers to deliver a mentoring course to 142 teachers in November. The 22 master

mentors and the 142 teachers will then work within their schools to organise and facilitate Teachers Activity Groups (TAGs) within the Ankara region.

According to Gray and Guven, "Teacher Activity Groups focus on regular, face-to-face meetings, usually monthly, following a flexible and adaptable programme and based on resources from the British Council."

If the Ankara pilot is successful, the programme will be rolled out country-wide, with a total of 2,400 teachers eventually participating in professional activities led by trainers and the master mentors.

According to Gray, "You can't train teachers to use innovative approaches to ELT if state English exams for university entry are still based around translation and rote learning."

He added, "The great thing about what is happening in Turkey is that the reform of ELT is part of a sector-wide general education reform programme, which the government from the president downwards is committed to."

The Minister's Director of Teacher Training and Development, Dr Adnan Boyaci, is involved alongside Aysen Guven in the daily running and strategic planning of the mentorship programme.

Teacher's Pet



You've heard about the 'flipped classroom' but how about a 'flipped CELTA'? That's the future of training, according to International House (IH) London.

As those of us who nearly flipped out on our 'classic' Celta or Delta course know, much of the time on training courses has traditionally been devoted to input sessions, and much homework is traditionally generated.

In IH London's 'flipped' courses, the input is all put online.

At the recent Future of Training conference at IH London, Michael Turner, a member of the Flipping Training Panel, explained online core content is, "bite-sized ... not too long". Instructions for a specific teaching task were described as "a screenful," that trainees can "read in a couple of minutes."

We don't mean to be flippant, but what impressed the *Gazette* about the new flipped training courses was that trainees reported **THEY SLEPT BETTER**. Flipping marvellous!



Naughty Corner



In a "precipitous fall from grace," to quote his lawyer, former principal of Dulwich College Shanghai, Dominic Charnock has been sentenced to 11 months in a Singapore jail for possession of the drug methamphetamine, or crystal meth, as it is known to fans of *Breaking Bad*.

When arrested, Charnock was working as a curriculum developer for Dulwich College Management International Limited. The company is registered in the Cayman islands, according to Dato Capital Cayman Islands (www.datocapital.ky). It currently runs Dulwich schools in Asia, licensing the name and intellectual property of Dulwich College from Dulwich College Overseas Enterprises, a trading company wholly-owned by Dulwich College London, according to the 2018 Financial Statement on the website of the 400 year-old London public school.

So that's crystal clear – as is the fact that the Singapore police didn't say when they raided Charnock's home.

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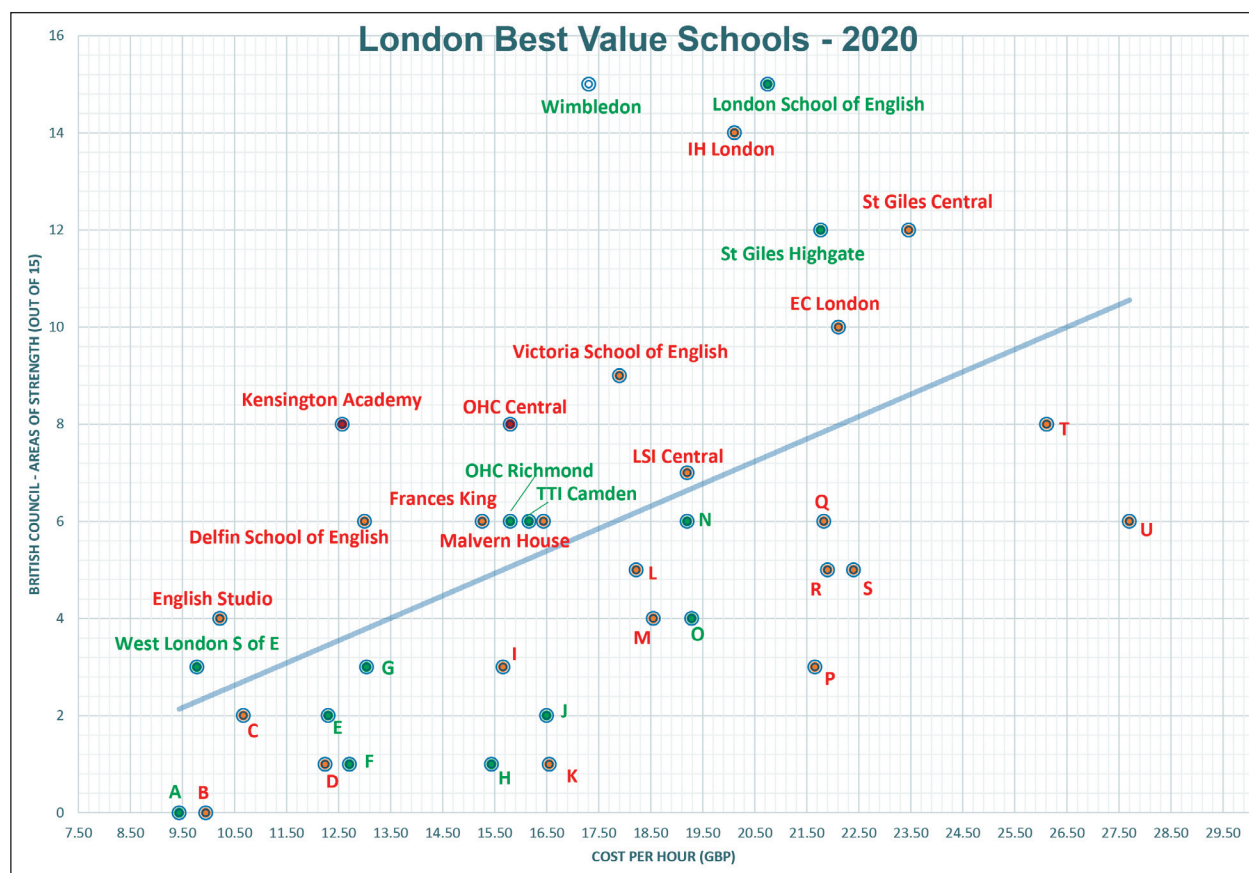
*Kensington Academy of English has been listed as one of the top two schools by value in central London by EL Gazette

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Bang for your bucks: best value London schools

Melanie Butler explains how to get the best course for your money



Below the best value line: A - Speakeasy; B - Speak up; C - Mayfair; D - ABC; E - Edwards; F - Golders Green; G - Ingle; H - Burlington; I - Language Link; J - Nacel; K - Rose of York; L - Bayswater; M - Bloomsbury; N - LSI Hampstead; O - Milner; P - St George's; Q - BSC; R - Stafford House; S - Regent; T - Bell; U - Central School of English;

The graph on this page shows the value for money for language schools in London which offer the same type of general English course for adults. Schools to the left of and above the mean value line, the oblique line which divides the graph in two, are good value. The further they are away from the line, the better the value. Central London schools are marked in red, schools in the London villages, the wealthy residential areas, are marked in green.

Calculating the best value for money should be pretty simple: divide the cost of the product you are buying by its quality.

With some products, there is an established quality metric. Hotels, for example, are scored by hotel inspectors, using the five-star method. Similarly, UK-accredited language schools are scored by British Council Inspectors, who award a number of strengths and note any needs for improvement. The British Council publishes the full results for each school on its website.

There may be aspects of quality that inspectors miss, friendliness, for example, but at least they are all judged on the same standards.

Next is price. For a hotel, we need the cost per night, of the same kind of room, for the

same length of time, at the same time of year - and a note of any hidden extra costs like breakfast.

With language schools, it should be the most popular kind of course. For over 16s, that is general English, and the average length is three weeks. So, we focused our search on three-week courses starting in January. This excluded courses in universities and state colleges because, outside the summer, most only offer courses lasting a ten-week term.

“Calculating the best value for money should be pretty simple: divide the cost of the product you are buying by its quality.”

To get a visa, however, students must study with a teacher for 15 hours a week. But most schools quote prices by the number of lessons, not the number of hours, and a lesson can range from 45 minutes to 90 minutes long. So, we had to count the number of taught hours. Some smaller 'local'

schools that enrol students who live in their areas, and only for a few hours a week, were excluded. It's worth noting that centres such as the Central School, whose course hours include things like lectures and guided self-study, which don't count as course hours, are at a disadvantage in this metric.

Next, the price. Many schools, including some of the big chains, simply don't publish any prices at all. You have to e-mail them for a quote or phone their sales office. All these were excluded.

Finally, we had to establish extra charges, specifically registration fees and charges for books. Some schools don't include any information about registration fees - though 99 per cent of schools charge them and they can add up to £2 an hour to the cost of a 45-hour course. Others are vague on the price of books. We made two phone calls to each school to get the missing information, but in half a dozen cases, including one global chain, nobody could provide a clear answer.

It is so hard to get the price out of many language schools that 80 per cent of 18-24 year-olds start out looking for a language course on the net, and end up booking through a travel agent, which adds up to 40 per cent to the cost.

In a league of its own: a tale of two cities

Melanie Butler examines two types of London location

So, which is the best value school in London? The answer is easy: Wimbledon School of English. In second place is the London School of English.

These schools have two things in common: they both received perfect scores on their British Council inspection, and they are both located in London villages: the quintessential leafy and historic areas outside the centre where Londoners prefer to live. Wimbledon is, of course, the home of lawn tennis, while riverside Chiswick, the home of the London School's General English centre, is another historic residential area beloved of British elites.

The UK capital has two main kinds of destination: the centre and the villages (though there are a tiny number of schools in student zones like Camden). When it comes to value for money, the villages are at an advantage – classroom space is cheaper and accommodation is local. However, at the bottom end of the price range, there are more schools in the centre.

Where there are two schools with the same score, the one in a village location is likely to

cost less than the one in the centre, as is the case with St Giles Highgate, which is around ten percent cheaper than St Giles Central, though both schools score 12 points.

So, there are two value rankings: one for the villages, where we have data on a total of 14 schools, and one for the centre, where we have data for a total of 24.

Top Value London Villages

- 1) Wimbledon School of English
- 2) London School of English
- 3) St Giles Highgate
- 4) West London English School, Ealing
- 5) Oxford House College Richmond
- 6) TTI Camden (a student zone school)



Where the London village ranking is dominated by the high-ranking schools, the results for Central London are far more spread out. Long popular with students for its mix of the historic and the fashionable, the

centre has great schools across all price ranges, though interestingly neither of the most expensive schools – those charging £24 an hour or more – make it into the top value list: in London, high cost doesn't always mean high quality.

Top Value London Central

- 1) International House London
- 2) Kensington Academy
- 3) Oxford House
- 4) Delfin
- 5) Victoria School of English
- 6) St Giles
- 7) English Studio
- 8) EC London
- 9) Frances King
- 10) Malvern House
- 11) LSI Central



Perhaps the most distinctive difference between London and other major EFL centres, such as Oxford or Manchester, is not the number of great schools it has based on the British Council rankings, but the number of great value schools the city offers at every price point.

Best bargains in London

Melanie Butler explores the best-value short courses

The average hourly cost for a 15 hour-a-week short course in London is just under £18, but between £5 and £7 of that money normally goes to the travel agent. Shorter courses are more expensive: the hourly rate can drop 20 per cent or more for longer, ten-week courses.

Also, higher quality doesn't always mean higher price. **Wimbledon School of English**, one of only seven UK centres to achieve a perfect score from the British Council, costs below the London average, at around £17.50 an hour.

The average variation from the mean in short course prices is £4 an hour, so anything over £22 is quite expensive, and anything under £14 is relatively cheap.

For a five-star school at two-star prices, there's **Kensington Academy**, at £12.50 an hour for an *EL Gazette Centre of Excellence* with eight strengths. **Delfin School**, at £13 an hour, has an above-average six strengths. Other London schools with the same score cost between a reasonable £15 and an eye-watering £27.

English Studio, with three strengths, scores below-average but comes in at just £10.50 an hour.

Statistically, any price below £10 an hour is two standard deviations below the mean, in other words, it's astonishingly cheap – making **West London College** with two strengths and costing just £10 an hour a real bargain.

If you're on a tight budget, any accredited school charging under £10 is worth looking at. But most focus on enrolling local residents and won't pay agents' commissions on short courses.

The **Britannia School of English**, for instance, is just £6 an hour – but if you need 15 hours a week for your visa you will need to sign up for a minimum of ten weeks.



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18 January 2020

An example of rank stupidity?

There are metrics which help you choose a Masters, but use them with care says *Melanie Butler*

Recently I received a copy of a document doing the rounds of UK Universities. It was headed 'Top 50 Applied Linguistics/Tesol/Language Education Postgraduate Programmes in UK Universities 2019-20'. Nobody seemed to know where it came from, so, since we do the UK rankings of language centres (based on the British Council inspection reports), somebody thought it might be ours.

If it were, I would have expected a raft of legal letters: Oxford was ranked at 12, Cambridge was ranked at 20 and down at number 35 was SOAS, University of London which no longer, according to its website, seems to have any EFL-related taught postgraduate programmes at all. It may have been based on a mass survey of Masters students at the named universities, though you'd think those universities might have noticed.

The *EL Gazette* has been listing UK Masters since at least 1987. And more than once in the last 30 years we have used publicly available data from third sources to compare types of universities on one or more metrics.

We do so in this supplement: we are ranking the UK university language centres based on their British Council reports (see page 29). The main takeaway: seventy per cent of them are excellent, according to the *EL Gazette* rankings, and 83 per cent are strong at teaching, based on the British Council inspectors report. However, when it comes to choosing a Masters, this information is only really helpful to people looking for courses that are run in language centres (often an excellent choice), or those who need to improve their English level to get into a Masters in the first place. And, of course, it only applies to the UK.

There is more publicly accessible information on universities in the UK than for universities anywhere else in the world. The reason is simple: according to the OECD, the British publish more educational data on a national basis than any other country in the world. The only problem is finding it.

For example, we have the Teaching Excellence Framework, which measures the quality of teaching across every university, but only in England and Wales, and only for undergraduate degrees. For our Masters listings starting on page 23, these are starred.

To find a useful international ranking, you have to turn to the QS Top Universities Ranking by subject, which is based largely on the academic reputation of individual departments within a university.

The QS ranking is really helpful, at least when it comes to EFL-related Masters in departments of Linguistics, Education and (at least in the UK) English language. When it comes to Masters tucked away in other departments, or in language centres, it doesn't tell you anything at all. It does allow us, though, to compare departments across the world, and put together global rankings of the academic reputation of English-medium departments in both Linguistics and Education which offer relevant taught postgraduate courses.

Hot takes? Well, turn to pages 20 and 21 to find out. But while UK Masters predominate, not least because most top US universities don't offer them, they face stiff competition: from Australia, the Netherlands and, in the far east, Hong Kong and Singapore.

If we had more data on them, we would have put them on our Masters listings.

editorial@elgazette.com

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What the QS subject rankings reveal about EFL-related masters

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Inside the UK's University Language Centres

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Nottingham comes top when we look at all the criteria

UK international education writes letter to Boris Johnson

Shortly after the election of the new Conservative government in the UK a group of seven British organisations involved in international education signed an open letter to the press outlining their position. Below is an extract outlining the key policy areas.

"We want the Government to build on its International Education Strategy, investing more to promote the diversity and breadth of UK education and grow our market share. We want to hear more warm words of welcome for all students and student travellers. We want an immigration and visa system which makes it as easy as possible to enjoy an educational experience here, ideally allowing our European friends to continue with ID card travel and to encourage growth from new markets around the world. We want the UK to benefit from students' skills by allowing them to work while they're here and when they graduate. And we want the Government to commit to continue with the EU's Erasmus+ scheme which supports international learning."



Prime Minister Boris Johnson

- Emma Meredith, International Director, Association of Colleges
- British Educational Travel Association
- Sarah Cooper, Chief Executive, English UK
- Alexander Proudfoot, Chief Executive, Independent Higher Education
- Julie Robinson, Chief Executive, The Independent Schools Council
- Anne Marie Graham, Chief Executive, UKCISA
- Vivienne Stern, Chief Executive, Universities UK International

Reading the academic rankings...

Melanie Butler explains the QS ranking system and how we arrived at our listing criteria

At the *EL Gazette*, we do not rank Masters' degrees for ELT professionals, but we do report the findings of other organisations. In this edition of our MA listings we are looking at the Top University Rankings by Subject, 2019, produced by QS (<https://www.topuniversities.com>).

QS subject rankings are given by department, so they provide more information than rankings of entire universities though, of course, you can always have a strong ELT-related Masters in a low-ranking department, and vice versa.

The QS methodology is based on the departments' reputation among both specialist academics and employers, plus a mark based on research output, which makes up to 25 per cent of final score. They do not, unfortunately, include student feedback, although for UK universities we have included the national measurement for student feedback, the TEF score, in our full Masters listings on pages 23-29.

Rankings by department cause a particular problem in a multidisciplinary subject like English Language Teaching, which covers three different disciplines and is found in three different departments: English Language,

Linguistics and Education. It is pointless to compare, say, the university ranked 22nd for Linguistics with the one which comes 22nd in Education. Although, as it happens, both have degrees in Applied Linguistics, the qualitative and quantitative data used to calculate their rank come from different sources.

In this feature, we have created three different types of rankings. First, a listing of the QS Top 10 for Linguistics. Then, we have checked all the departments in the QS Top 50 for ELT-related Masters degrees, and listed the ten best in both Linguistics and Education. For English language, we have only listed the UK departments for which we had sufficient national data on where they submit their research.

For both Linguistics and Education, we have also separately ranked all the departments appearing in the QS Top 200. Please note that QS only gives individual scores to the top 50, and the remainder are listed in tiers: 51-100 (Top 100), 100-150 (Top 150) and 150-200 (Top 200).

Please note that while we checked all the departments we could, it is certainly possible we have missed some, especially those outside the UK, since most of our usual data sources are national.

Global QS Top 10 Linguistics departments*

- 1) MIT
- 2) University of Massachusetts at Amherst
- 3) University of Maryland at College Park
- 4) University of Edinburgh*
- 5) Harvard University
- 6) Cambridge, University* (Theoretical and Applied Linguistics)
- 7) University of California at Berkeley
- 8) Stanford University
- 9) Oxford University
- 10) University of California, Los Angeles

*Based on Top 50 departments in QS Top University by subject ranking for Linguistics.

Global Top 10 Masters in Applied Linguistics*

(QS Top University global ranking in brackets)

- 1) Edinburgh (4)
- 2) Cambridge (6)
- 3) Hong Kong University (11)
- 4) Lancaster (12)
- 5) Australian National University (13)
- 6) Melbourne, University of (22)
- 7) National University of Singapore (25) (English Language and Linguistics)
- 8) University of Illinois at Urbana Champaign (27) (Applied Linguistics and Tesol)
- 9) Macquarie University (36) (Applied linguistics and Tesol)
- 10) Raboud University (46) (Language and Communications)

*Ranking is for Applied Linguistics programmes, except where noted.

Leading in Linguistics and Language

Melanie Butler takes a look at the top schools for Master's degrees in Linguistics and Language

Most ELT-related Masters come under Applied Linguistics, Education or English Language.

An Applied Linguistics MA from a top-ranking Linguistics department would be great, but relatively few top faculties offer ELT-related Masters. In the QS Global rankings, only two have a relevant course: Applied Linguistics at Edinburgh and Theoretical and Applied Linguistics at Cambridge. And, of the 22 US Linguistics departments in the QS Top 50, we found only one ELT-related Masters course.

There are just three Australian and one Dutch ELT-related Masters in the QS Top 50. Hong Kong, however, has four faculties of Linguistics in the Top 50, with one MA in Applied Linguistics.

The UK has 8 Linguistics departments in the Top 200 with relevant courses. However, five UK universities known for their work on linguistics are based in Top-200 English Language faculties. We have listed them separately here under English Language.

ELT-related Masters in top-ranked* UK Linguistics Departments

(QS Top University global ranking in brackets)

- 1) University of Edinburgh (4)
- 2) University of Cambridge, University of (6)
- 3) University of Lancaster, University of (12)
- 4) University of Newcastle (Top 100)
- 5) University of Essex, University of Leeds, University of Reading. (Top 150)

*Based on Top 200 departments QS Top University by subject.

ELT-related Masters in top-ranked* UK English Language departments

(QS Top University global ranking in brackets)

- 1) Birmingham (34)
- 2) Nottingham (48)
- 3) Cardiff (51-100)
- 4) Liverpool (101-150)
- 5) Swansea (150-200)

*Based on Top 200 departments QS Top University by subject.

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The Institute of Education at UCL

...the subject matters

Melanie Butler unveils the top ELT-related Masters in Education and English departments

British ELT postgraduate provision has strength in depth. It boasts the number one ranked centre in the QS Top Universities Education rankings: the Institute Of Education at UCL. Oxford and Cambridge both also rank in the top five. British ELT also boasts 11 programmes in the global Top 50, and 31 in the Top 200. Just over 20 percent of UK universities offer ELT-related Master's degrees and are listed in our UK ranking

As you can see in the Global Ranking below, based on the QS findings, the UK has less competition from the US, where there are few ELT-related Masters in top schools of education, but there is more completion from Canada, Australia, Hong Kong and Singapore.

Over the last twenty-five years, the research base for ELT seems to have expanded out of the department of Linguistics and into the schools of Education, a reflection, perhaps, of the fact that most English Language Teaching in the world takes place within mainstream education. Most postgraduate students in the field are aiming to work in state schools, colleges and universities rather than in private-sector ELT.

The ranking scores in brackets are based on the QS Top Universities Subject Rankings 2019. Please note QS only gives individual rankings on the top 50 departments globally. Other departments are grouped under the categories of: Top 100, Top 150 and Top 200. All Master's degrees from non-UK Universities are in Tesol unless otherwise indicated. Details of all ELT-related degrees in the British Universities listed below can be found on pages 23-29.

Global ELT-related Masters in QS Top 50 Education departments*

- 1) UCL (1)
- 2) Oxford (4)
- 3) Hong Kong (6)
- 4) Toronto (7) (Language and Literacies)
- 5) Columbia University (9)
- 6) Nanyang Technical University Singapore (14)
- 7) Monash (15)
- 8) Edinburgh (21)
- 9) KCL (22)
- 10) Auckland (26) (Tesol, Applied Linguistics)

*Based on QS 2019 ranking (QS score in brackets).

UK ELT-related Masters in QS Top 50 Education departments*

- 1) UCL IOE (1)
- 2) Oxford (4)
- 3) Edinburgh (21)
- 4) KCL (22)
- 5) Manchester (34)
- 6) Birmingham (36)
- 7) Nottingham (43)
- 8) Bristol, Glasgow (49)

Top 100: Open University, Leeds, Southampton, Warwick

Top 150: Bath, Exeter, Leicester, Sheffield, York

Top 200: Manchester Metropolitan, Oxford Brookes, Reading

*Based on QS 2019 ranking (QS score in brackets).

UK ELT-related Masters in QS Top 50 English Departments*

- 1) Cambridge (2)
- 2) Birmingham (34)
- 3) Nottingham (48)

Top 100: Cardiff

Top 150: Liverpool

Top 200: Swansea

*Based on QS 2019 ranking (QS score in brackets)

QS-ranked universities not listed here if they do not offer ELT-related masters.



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Top marks for Masters

Melanie Butler looks at the metrics that can help you choose your course

What information does a teacher need to choose the best Masters course? The answer, of course, depends who that teacher is and what they want to use the Masters for.

So, this year, in our annual listing of UK Masters courses, we are providing three metrics teachers can use to select a programme that will suit them.

The first metric comes from the *QS Top Universities Ranking by Subject* and tells us the academic reputation of the university department Masters programme in one of three subject areas: Linguistics, Education or English Language. The *QS* reports on the top 300 universities globally (turn to page 20 to find out more) but in our listings, we report their rankings in tiers: Top 50, Top 100, Top 150 and Top 200.

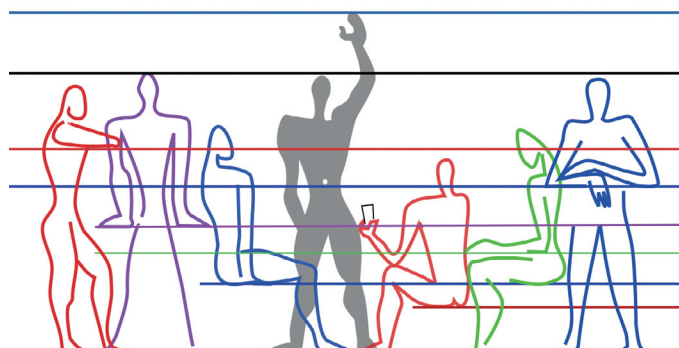
Academic reputation is very important, especially for teachers looking to move into the Higher Education sector. But what about teaching quality and student satisfaction?

In England and Wales the government scores every university for teaching, based on undergraduate surveys and data on drop-out rates and employment prospects. The Teaching Education Framework, or TEF, awards one of three stars: gold, silver and bronze. These awards are included in our listings

However, the TEF doesn't tell us everything about teaching. This is because it takes into account the entire university, not a particular course or department, and it only covers England and Wales.

And what about language teaching?

A university which offers a Masters for language teachers should be good at language teaching. The best metric for this is the performance



WIKIMEDIA COMMONS

Modular measurements: designed to fit you best

of its English language centre, or its British Council (BC) inspection, and we report on both of those here, too. This information is particularly informative where a Masters is offered in the university language centre (this marked with a * in the listing). This type of course suits teachers looking for pragmatic, classroom-focussed programmes

Only a minority of university language centres opt to be inspected, and those that do have a tick in the BC column. We also show those that are an *EL Gazette* Centre of Excellence, meaning they are in the top 25 per cent of all UK language centres, based on their inspection results.

Who are the best all-round performers? Two universities each have two departments in the *QS* rankings, a gold star on the TEF and are *EL Gazette* Centres of Excellence based in their British Council (BC) reports. So, well done to the Universities of Nottingham and Leeds.



HERE IS THE ASTON MASTERS





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KEY

BC	British Council Rankings
CELTA	Certificate in English Language Teaching to Adults
CoE	<i>EL Gazette</i> Centre of Excellence
DL	Distance learning
ELT	English Language Teaching
QS	QS World University Rankings
SLA	Second language acquisition
TEF	Teaching Excellence and Student Outcomes Framework rating
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
	* Programme is taught in the language centre or jointly with language centre.
MA	Master of Arts
MPhil	Master of Philosophy (research-based Masters)
MSc	Master of Science
PGCert	Postgraduate certificate

Institution and Department	Course Name	QS Global by subject	TEF	BC
UNITED KINGDOM				
Aberdeen, University of Language, Literature and Music	MSc TESOL MA Language and Linguistics MA English and Language and Linguistics	Top 200 English		
Anglia Ruskin University English and Media	MA Applied Linguistics and TESOL (also DL)		Silver	Yes
Aston University Languages and Social Science	MA TESOL MA TESOL and Translation Studies	Top 300 English	Gold	
Bangor University Languages, Literature and Linguistics	MA Applied Linguistics for TEFL MA Linguistics		Gold	
Bath, University of Education	MA TESOL MA English as a Medium of Instruction	Top 150 Education	Gold	
Bath Spa University Education	MA TESOL		Silver	
Bedfordshire, University of Education	MA TESOL		Silver	Yes
English Language	MA Applied Linguistics			
Birkbeck University English Language and Linguistics	MA TESOL, MSc TESOL Education MA Applied Linguistics and TESOL MA English Language and Applied Linguistics	Top 300 Linguistics	Silver	
Birmingham City University English	MA English Linguistics		Silver	
Birmingham, University of Education	MA TESOL	Top 50 Education	Gold	Yes
English Language and Linguistics	MA TESOL MA Applied Linguistics MA Applied Linguistics with TESOL	Top 50 English		
Bishops Grosseteste University Education	MA Education with TESOL		Gold	
Brighton, University of Literature, Linguistics and Languages	MA TESOL with ICT MA TESOL		Silver	Yes/ CoE
Bristol, University of Education	MSc TESOL	Top 50 Education	Silver	
Cambridge, University of Medieval and Modern Languages and Linguistics	MPhil Theoretical and Applied Linguistics	Top 50 Linguistics	Gold	

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by more than 7000 online subscribers



MASTERS LISTINGS

Institution and Department	Course Name	QS Global by subject	TEF	BC
Cardiff University English, Communication and Philosophy	MA Applied Linguistics MA Language and Linguistics	Top 100 English	Silver	
Cardiff Metropolitan University Education	MA TESOL		Silver	
Canterbury Christ Church University Language Studies and Applied Linguistics	MA TESOL MPhil Applied Linguistics		Silver	Yes
UCLAN: Central Lancashire, University of Languages	MA TESOL MA TESOL and Applied Linguistics		Silver	Yes
Coventry University Humanities	MA ELT and Applied Linguistics		Gold	
De Montford University Centre for English Language Learning*	MA ELT		Gold	Yes
Durham University English Language Centre*	MA Applied Linguistics for TESOL MA TESOL		Gold	
UEA: University of East Anglia Education and Lifelong Learning	MA TESOL MA Second Language Education		Gold	
East London, University of Education	MA ELT	Top 250 Education	Bronze	
Edinburgh, University of Philosophy, Psychology and Language Sciences	MSc Phonetics MSc Applied Linguistics	Top 50 Linguistics	N/A	
Education	MSc TESOL MSc Language Teaching	Top 50 Education		
Edge Hill University Education	MA TESOL		Gold	Yes/CoE
Essex, University of Language and Linguistics	MA TESOL MA Applied Linguistics	Top 150 Linguistics	Gold	
Exeter, University of Education	MEd TESOL	Top 150 Education	Gold	
Glasgow, University of Education*	MEd English Language and Linguistics; MSc Applied Linguistics MEd TESOL; MSc TESOL	Top 50 Education	N/A	
Greenwich, University of Literature, Language and Theatre*	MA Applied Linguistics MA TESOL		Silver	Yes/CoE
Hertfordshire, University of Humanities	MA TESOL		Gold	

KEY
BC British Council Rankings
CELTA Certificate in English Language Teaching to Adults
CoE EL Gazette Centre of Excellence
DL Distance learning
ELT English Language Teaching
QS QS World University Rankings

SLA Second language acquisition
TEF Teaching Excellence and Student Outcomes Framework rating
TEFL Teaching English as a Foreign Language
TESOL Teaching English to Speakers of Other Languages
 * Programme is taught in the language centre or jointly with language centre.

MA Master of Arts
MPhil Master of Philosophy (research-based Masters)
MSc Master of Science
PGCert Postgraduate certificate

Institution and Department	Course Name	QS Global by subject	TEF	BC
Huddersfield, University of English, Linguistics and History	MA English Language and Applied Linguistics, MA TESOL		Gold	
Kings College London Education and Professional Studies	MA Applied Linguistics and ELT MA TESOL (CELTA)	Top 50 Education	Silver	CoE
Lancaster University Linguistics and English Language	MA Applied Linguistics and TESOL MA TESOL (DL) MA Language Testing (DL) MA Language and Linguistics	Top 50 Linguistics	Gold	CoE
Leeds Beckett University English Language Teaching*	MA ELT		Silver	Yes/CoE
Leeds, University of Languages, Cultures and Societies	MA Linguistics and ELT	Top 150 Linguistics	Gold	Yes/CoE
Education	MA TESOL MA TESOL and ICT	Top 100 Education		
Leicester, University of Education	MA TESOL MA Applied Linguistics and TESOL MA English Language and Linguistics	Top 150 Education	Silver	Yes/CoE
Liverpool, University of English	MA TESOL MA Applied Linguistics	Top 150 English	Silver	Yes/CoE


Where is my Masters?

At the *EL Gazette* we try our best to track down every ELT-related Masters in the UK and Ireland and to check the information we include. We believe it is the most comprehensive listing available for the UK and Ireland, but we welcome information from other universities who offer Masters degrees which they believe may be relevant.

If your Masters is not mentioned and you would like it included in future issues or if you think any of the information included is incorrect please let us know by e-mailing info@elgazette.com.


Note that we are unable to print corrections or additions to this listing in the next issue but will correct the information in future listings.





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MASTERS LISTINGS

Institution and Department	Course Name	QS Global by subject	TEF	BC
London Metropolitan University Education and English Language Teaching	MA Teaching Languages MA ELT (DL only)		Bronze	
Manchester, University of Education	MA TESOL MA TESOL with ICT	Top 50 Education	Silver	Yes/CoE
Manchester Metropolitan University Languages, Information, Communication*	MA TESOL and Applied Linguistics	Top 200 Education	Silver	Yes/CoE
Newcastle University Education, Communication and Language Science	MA Applied Linguistics and TESOL	Top 100 Linguistics	Gold	CoE
NILE: Norwich Institute for Language Education*	MA Professional Development for Language Educators	N/A	N/A	CoE
Northumbria University Humanities	MA Applied Linguistics for TESOL		Silver	Yes/CoE
Nottingham, University of Education	MA TESOL MA TEAP (DL)	Top 50 Education	Gold	Yes/CoE
English	MA Applied Linguistics and ELT	Top 50 English		
Nottingham Trent University Arts and Humanities*	MA ELT MA TESOL		Gold	Yes/CoE
Open University Wellbeing, Education and Language Studies	MA/MEd Education with Applied Linguistics (DL Only)	Top 100 Education Top 150 Linguistics	N/A	CoE
Oxford, University of Education	MSc Applied Linguistics and SLA MSc Applied Linguistics for Language Teaching (DL)	Top 50 Education	Gold	
Oxford Brookes University Education	MA Education and TESOL	Top 200 Education	Silver	
Portsmouth, University of Languages and Applied Linguistics	MA Applied Linguistics and TESOL		Gold	
Business, Management and Marketing	MA TESOL Leadership			
Queen Mary University of London Language, Linguistics and Film*	PGCert Applied Linguistics for ELT MA English Language Teaching MA Language Teaching		Silver	Yes
Queens University Belfast Education	MSc TESOL		N/A	CoE

KEY

BC British Council Rankings

CELTA Certificate in English Language Teaching to Adults

CoE EL Gazette Centre of Excellence

DL Distance learning

ELT English Language Teaching

QS QS World University Rankings

SLA Second language acquisition

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TEFL Teaching English as a Foreign Language

TESOL Teaching English to Speakers of Other Languages

* Programme is taught in the language centre or jointly with language centre.

MA Master of Arts

MPhil Master of Philosophy (research-based Masters)

MSc Master of Science

PGCert Postgraduate certificate

Institution and Department	Course Name	QS Global by subject	TEF	BC
Reading, University of Education	MA ELT	Top 200 Education	Silver	
English Language and Applied Linguistics	MA TESOL MA Applied Linguistics	Top 150 Linguistics		
Roehampton, University of Media, Culture and Language	MA TESOL		Silver	
Sheffield, University of English	MA Applied Linguistics and TESOL	Top 100 English	Silver	Yes/CoE
Sheffield Hallam University Education*	MA TESOL	Top 300 Education	Silver	Yes/CoE
Southampton, University of Modern Languages and Linguistics	MA Applied Linguistics for Language Teaching; MA Applied Linguistics Research Methodology; MA ELT/TESOL Studies; MA TESOL MA ELT (online); MA Global Englishes	Top 250 Linguistics	Silver	
Stirling, University of Education	MSc English Language and Linguistics MSc Educational Studies and TESOL MSc TESOL MSc Translation Studies with TESOL MSc Management and ELT	Top 250 Education	N/A	

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MASTERS LISTINGS

Institution and Department	Course Name	QS Global by subject	TEF	BC
Strathclyde, University of Humanities	MSc TESOL and Intercultural Communications		N/A	
Sunderland, University of Teacher Training and Education	MA TESOL		Silver	
Surrey, University of Literature and Language	MA TESOL		Gold	
Sussex, University of Centre for Language Studies*	MA ELT		Silver	
English	MA Applied Linguistics	Top 100 English		
Swansea University Arts and Humanities	MA TESOL MPhil Applied Linguistics	Top 250 English	Gold	Yes/CoE
University College London Institute of Education	MA TESOL MA English Education MA Applied Linguistics	Top 50 Education	Silver	Yes/CoE
Warwick, University of Applied Linguistics	MA TESOL	Top 100 Education	Silver	Yes
York, University of Education	MA Applied Linguistics for ELT MA Applied Linguistics for Language Teaching MA TESOL	Top 150 Education	Gold	
York St John University	MA Applied Linguistics and TESOL		Bronze	Yes

Institution and Department	Course Name	QS Global by subject	TEF	BC
REPUBLIC OF IRELAND				
Mary Immaculate College (Limerick) Arts	MA Applied Linguistics		N/A	
Trinity College Dublin Language and Communication Studies	MPhil ELT MPhil Applied Linguistics	Top 200 Linguistics	N/A	
Ulster University Arts, Humanities and Social Sciences	MSc Linguistics and TESOL MA TESOL MSc English Language and Linguistics		N/A	
University College Cork Languages, Literatures and Cultures	MA Applied Linguistics		N/A	
University College Dublin Languages, Cultures and Linguistics	MA Applied Linguistics	Top 300 Linguistics	N/A	

KEY

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CELTA Certificate in English Language Teaching to Adults
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SLA Second language acquisition
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TEFL

Teaching English as a Foreign Language
TESOL Teaching English to Speakers of Other Languages
 * Programme is taught in the language centre or jointly with language centre.

MA

Master of Arts
MPhil Master of Philosophy (research-based Masters)
MSc Master of Science
PGCert Postgraduate certificate

Top at teaching

Melanie Butler looks at UK University Language Centres

Why choose to study English at the Language Centre of a British University? Simply because, on average, they are excellent, at least if we base our judgement on the British Council inspection reports of the 38 universities they accredit.

Seventy per cent of them are awarded eight areas of strength or more by the inspectors, making them *EL Gazette* Centres of Excellence. These are all listed in ranked order on this page. In fact, eight is also the mean average score, and the most common score.

Outside of the universities, the mean average language centre score is five, and the most common score is two.

The real strength of the university sector lies in its teaching. An astonishing 83 per cent of universities are awarded a strength in this area compared to just a third of other language centres. The secret is simple: if you offer two to three times the private sector hourly rate, you will attract the best teachers.

“The secret is simple: if you offer two to three times the private sector hourly rate, you will attract the best teachers.”

How to calculate rankings

1 Go to <https://www.britishcouncil.org/education/accreditation/centres> and find the report for the university language centre you are looking for. Remember, reports are arranged by the first letter of the name, so Brunel University comes under the letter B, but the University of Birmingham appears under U.

2 On the first page of each report you will find the publishable statement. This lists all the areas of strength and also any needs for improvement.

3 To calculate the score, add up all the areas of strength and subtract the total number of needs for improvement to get the raw score.

4 Check the summary statement again to see if the university admits students aged under 18. If so, it is inspected under 15 areas, so divide the raw score by 15. If it only enrolls at 18+, it is only inspected under 14 areas, so divide the raw score by 14.

5 If the accreditation of the centre is under review you will see the statement: “The summary statement has been withdrawn and should not be used.” The *Gazette* does not use the data in the rest of the report to calculate its rankings, but there is nothing to stop you reading it.

UNIVERSITY OF MANCHESTER



University of Manchester

Learning Resources? Just over 90 per cent of universities have a strength in that area; in Course Design it's just under 90 per cent. That average drops to fifty per cent when it comes to strength in academic staff profile – but that is still more than double the 20 per cent achieved by non-university centres.

And in case you thought it was only education in which universities excel, 70 per cent also have a strength in leisure opportunities.

It is not that all university language centres are brilliant. Currently, two centres have their accreditation under review, in part because of weaknesses in their care of under 18s. Nor is it the best performing sector in UK ELT: boarding schools have a slightly higher average score.

Even in the adult market, universities don't have it all their own way. No university has yet made it into the elite group of just seven organisations which have achieved a perfect score on inspection. This group includes six long-established, academically-orientated private language schools for adults.

But if you had to choose an adult language course at random, your safest bet would be to opt for the one in a university.

University Centre Ranking

- 1) Manchester*
- 2) Liverpool
- 3) Edge Hill, Brighton*
- 4) King's College London
- 5) Leicester*
- 6) Aberystwyth, Brunel, Leeds Beckett
- 7) Manchester Metropolitan, Nottingham Trent, Chichester*
- 8) Sheffield Hallam, Teesside, University of the Arts London
- 9) Northumbria, Greenwich*
- 10) Swansea, Bradford, Leeds, Nottingham, Sheffield

Based on areas of strength awarded by the British Council Inspectors.

**Centre does not enrol under 18s and is inspected in 14 rather than 15 areas.*

University meets the challenge

Louis Harrison, of the Centre for English Language Education (CELE), tells us the secret of Nottingham's EAP success

Nottingham has a gold star in the Teaching Excellence Framework. The CELE, which you run, is an EL Gazette Centre of Excellence. What makes for great teaching at university level?

At CELE, we've tried to reconceptualise EAP from the bottom up, and so we've moved away from ELT as our main activity, towards an academic literacies approach that encompasses ELT (of course) but also focusses on other skills that students need to succeed.

On a typical CELE course, language will be a component, but there's an emphasis on things like reflective learning, critical skills and genre analysis, plus the nuts and bolts of academia, such as referencing skills and time management.

All our courses are student-centred, informed by research and delivered by a very experienced teaching team with in-depth knowledge of EAP. We're very committed to what we do and proud of our achievements.

We're lucky enough to tie this all together with a great campus, great support services and a great admin team, so it gives the students an excellent experience.

Nottingham has ELT-related masters in two QS-ranked departments, Education and English Language. How important is research?

As a Russell Group university, ranked in the world top 100, it informs everything we do. Speaking for the School of Education, we were ranked 3rd in the UK in the last Research Excellence Framework, with 84 per cent of our research considered world-leading.

So, the academic foundations of our courses are very important, but so is the impact outside the university. We try to make our courses as accessible and inclusive as possible. We have an on-line postgrad in Teaching EAP, and are launching a global MA Tesol, delivered across our campuses in the UK, China and Malaysia.



Louis Harrison (right), with Professor Bernie Youens, Head of the School of Education at the University of Nottingham

Feedback from our students always mentions the quality of the teaching and support from staff.

From a student's point of view, what is best about Nottingham?

We're a big university with lots of student societies and events, on a campus located in an exciting multicultural city.

The city has a real buzz. For a student coming to study here there's a lot of activities and events to get involved with: music and drama venues, and a variety of restaurants, cafes and shopping centres. And we've got superb sports facilities, two football clubs and an international cricket ground. Our students seem to really enjoy studying and living here.



University of Nottingham

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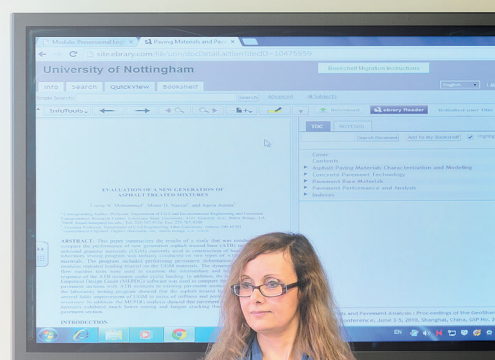
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Where are all the native speakers?

Melanie Butler asks why international schools have swallowed the native speaker myth

WIKIMEDIA



International schools face a shortage of native English speakers

International schools are the latest employers to face a shortage of native English speakers, according to a story on British website *tes.com*. Latest estimates suggest the sector will need 1 million teachers by 2029, up from the current level of 450,000, the article reports.

"I have calculated that there are just over 4.5 million teachers in the UK, US, Australia and Ireland, the traditional recruiting countries for native-English-speaking international school staff," Liz Free, director of the International Leadership Academy, told *Tes* reporter Claudia Civinini.

The Chinese government now estimates that more than 250,000 of the 400,000 foreign teachers do not meet these requirements and are therefore working illegally.

This is hardly a surprise. If every single citizen who left Australia, Britain, Ireland and New Zealand to live abroad in 2018 had been graduates with Tefl certificates going to China to teach English, they couldn't have replaced the 'illegal' teachers.

Native speakerism has dogged the EFL world for decades. It's a myth based on the premise that if most children acquire their L1 from parents who are native speakers, it logically follows that anyone can acquire an

“Singapore and Estonia not only dominate the educational rankings produced by the OECD but they ace international English language tests.”

"Will one in four teachers from the UK, US, Australia and Ireland really work on the international circuit annually?" asked Free, who is based in the Netherlands. "Probably not."

All this will sound familiar to EFL school owners, especially those in China. At the beginning of 2019, the world's largest EFL market introduced a legal requirement for all foreign teachers in the country's 50,000 language schools to hold a passport from an English-speaking country, as well as a first degree and a Tefl certificate.

L2, but only from a native speaker. Not only is the logic dodgy, there is no empirical evidence we can find to support it – at least for children over the age of three. But you can see why parents, and governments, might believe it.

Why the same myth exists in international schools is harder to explain. Who on earth could object to a Singaporean teaching maths in English or an Estonian teaching biology in English? Why shouldn't a Dutch primary specialist work in a British school in, say, Dubai?

After all, Singapore and Estonia not only dominate the educational rankings produced by the OECD, but they also ace international English language tests. And as for the Dutch, only one nationality outperforms them on TOEFL – the Irish.

The only country in which it seems these teachers would be welcome to teach at a British school is, in fact, Britain.

So why has this native speaker myth so infected international schools? Because the majority of parents enrolling their children in such schools are not native speakers of English themselves.

Local children now outnumber expatriates, and one reason their parents enrol them in an English medium school is so they can master the language.

So, the super-rich of the world send their children to an English-speaking country for their education. The merely rich enrol them in a local international school. While everyone else who can scrape together the money sends them to the local language centre.

Why not just retrain more native speaker EFL teachers to work in international schools? It's already happening. In China, they can already teach the subject of their first degree in local bilingual schools. And a growing number of EFL teachers are taking qualifications like the International PGCEs, which enable them to work in international schools, though not, thus far, in schools back home.

The money is better. The job is more prestigious. You even get things like pensions and paid flights home for the holidays. But in the unlikely event that every Tefl wanted to do it, there still would not be enough to solve the international school problem.

How many are there? Tefl workforce statistics are practically non-existent, but when it comes to the British at least we can make an educated guess.

There are 5.5 million British citizens living abroad, with an average age of 53, according to the InterNation survey of expatriates. Some 13 per cent of them are teachers, academics or otherwise involved in education, giving us a total of 700,000. Roughly a third, some 230,000, live and work in schools and universities in other English-speaking countries. A further 150,000 are working in international schools. If we say another 50,000 are in the University or Further Education sectors, that leaves a maximum of 270,000 in EFL. If you throw in all the other English-speaking countries, you can easily double that. Though, given the backpack nature of much of the EFL market, not all these native speakers will be graduates or hold a Tefl certificate.

Still, there may still be just about the right number of qualified native-speaker Teflers in the world needed to staff China's current language school requirements or to keep the international schools in business for five years or so.

There's certainly not enough to do both.

Learning a second language helps teachers

Ron Ragsdale, in conversation with Dr Anne O'Keeffe

As a child in Ireland you will have had to study Irish as a second language in school - or, if you were educated in Irish, English as a second language. What did being taught a second language teach you about what to do - and not to do - as a language teacher?

Irish is a compulsory subject in Irish schools, so basically, from the age of about 5 to 18, we learn Irish or, in some cases, go to Irish-medium immersion schools. I spent one year at an Irish medium school when I was 12 and I also studied Irish within my university degree. This learning experience has informed me immensely as an applied linguist. The most successful method of learning Irish, for me, was total immersion, without a doubt.

When I lecture on language teaching methodologies on our Masters in Applied Linguistics, I reflect so much on my learning of Irish. As a learner of Irish, I experienced a mix of the Grammar Translation Method (e.g. rote learning of verb inflections and tenses, lists of vocabulary, reading literary texts in Irish, etc.) and the Audio-Lingual Method (learning through repetition drills and dialogues). To a much lesser degree, I also experienced some communicative activities.

Overall, it's taught me so much about the importance of listening and reading so as to gain not just words but their collocates and their patterns in context. It's taught me much about explicit and implicit learning. I debate a lot about how languages are learnt, and whether we should focus on form or meaning in language teaching, with my MA and PhD students. From my own experience, I think if the learner is open to learning, both form- and meaning-focused instruction will be of benefit.

How would you explain to your younger teacher self the links between academic discourse analysis and the language classroom?

If I met my younger teacher self, I'd probably have advice on a lot of things! On the link between what I now know about discourse analysis, my top tip would be to allow 'wait time' when you ask a question. Don't immediately pounce on a student to answer the question, allow a few seconds at least to look around the room and to give students time to think.

This 'wait time' allows all students to cognitively engage with your question. There

is scope to rephrase the question so that learners hear it a second time. If you nominate a student to answer quickly, then there is no opportunity for cognitive engagement to take place. It creates what Steve Walsh would call 'a space for learning' through the strategic use of teacher talk. In terms of classroom management, it also keeps everyone on their toes!

What is the most important thing teachers themselves can learn from a Learner Corpus?

A learner corpus is simply an electronic collection of learners' writing or speaking. It has to be carefully sampled, for example, based around certain principles, but any teacher, with consent from learners, can collect samples of learners' language and analyse it. There is free software available, such as Antconc, and lots of online tutorials on how to use the software.

By looking carefully at the language of our learners, we can become more informed about what they are finding difficult. This may be as a result of L1 interference but not always. Some errors are developmental. All learners, whether in first or second language acquisition, find some aspects of language tricky.

“From my own experience, I think if the learner is open to learning, both form- and meaning-focused instruction will be of benefit.”

Irregular verbs in the past are a good example of a developmental error; children acquiring English as their L1 will say *eated* before they eventually realise that it should be *ate*! If our L2 learners make a developmental error and say *eated* instead of *ate*, we shouldn't panic. It shows they have acquired the -ed rule but have not yet worked out the exceptions.

Learner corpora also show us what learners are doing well. And this is what I love about

looking at learner corpora. When you look at a sample of A2 writing, you see that they can already do so much that will form the basis for more learning. An example is when you look at adverb + adjective patterns, you will typically see learners using *very nice*, *really well*, and so on. Then when you look at C1 level writing, you can see the exact same pattern but, because their lexical repertoire has grown so much, they are using forms like *almost impossible* or *extremely important*. This is so affirming for a language teacher to see!

Looking at From Corpus to Classroom now, what is the one thing you have since learned in Corpus linguistics which you would add in to a book like that now and why?

From Corpus to Classroom was published in 2007 and much has changed in corpus linguistics since then - not least of all: more corpora and software are now freely available, with billions of words available to search across different corpora. The big innovation is not only the size of the corpora now available, it is the ease of access.



This makes them really useful for English language teachers as well as learners. I would love to have had access to such resources when writing the book to show how the interface could be used in the classroom. For any reader eager to try this out, I can highly recommend Robert Poole's recent book: *A Guide to Using Corpora for English Language Learners* (Edinburgh University Press).

Another area that I would love to retrofit into the book is a chapter on 'corpus pragmatics'. This is a new term reflecting the link between corpus linguistics and the study of pragmatics. For me, pragmatic competence is a key area of communicative competence. I've just published the second edition of my book with Brian Clancy and Svenja Adolphs, *Introducing Pragmatics in Use*, and it includes a chapter on the applications of corpus pragmatics in language teaching.

A lot of EFL teachers associate you with the philosophy, "Why teach things your students can't do at this level? Concentrate on what they can succeed at."

This advice comes from my work with Geraldine Mark on the *English Grammar Profile*. One of the big breakthroughs in Second Language Acquisition in the 1980s was the acknowledgement that the language of learners is systematic. The coining of the term 'interlanguage' in that decade reflected this. It was a move away from the notion of learner language being an impoverished version of the native speaker ideal.

From this, we have evolved a honed sense of learner language having stages and levels. We have also developed frameworks of learner competence, such as the CEFR, that help us identify where along the 'pathway of learning' our learners are. Now, with more and more learner corpus data available to us, we are able to get fine-grained detail on the typical vocabulary and grammar, etc. that learners know by a certain stage of their learning.

It's important that our syllabi are in line with these empirical findings from learner corpora. For publishers, this can be a slow and painful process! If certain grammar points are always taught at a certain level, it is hard to change that.

ALAMY

Following Brexit, do you see this as an opportunity for ELT in Ireland? How will the industry - and the profession - cope with the increased demand?

Post-Brexit, Ireland and Malta will be the only two English-speaking destinations for ELT within the EU. This has to be a major opportunity for both countries. Given the greater capacity in Ireland, it should mean a growth in the numbers of students coming here.

In Ireland, we have an amazing cohort of teachers in the ELT sector. We have wonderful leadership in our professional practice through the teacher-led *ELT Ireland* and we have in place a national body with oversight of all matters relating to quality and excellence: the *Accreditation and Coordination of English Language Services* (ACELS).

However, we need to look after our teachers. Education is highly valued in Ireland, but because ELT is in the private sector, teachers cannot enjoy the benefits, protections and even basics of job security, pay and pensions that are a given for most of their state-sector counterparts.

An underlying tension of course is that we are talking about an industry on one hand that depends so much on the highly professional teachers of English in Ireland, many of whom hold postgraduate qualifications. On the other hand, while our schools are highly regulated for quality and accreditation purposes, regulation in the ELT sector is very much needed in relation to the pay and conditions of teachers.



Anne O'Keeffe is Senior Lecturer in Applied Linguistics at Mary Immaculate College, University of Limerick, Ireland.

Calling Irish Teachers

Deborah Tobin, a PhD student in Applied Linguistics at Mary Immaculate College, is conducting a national study of ELT teachers right now. She is capturing the voice of teachers in Ireland to establish a baseline of information on teachers in this sector.

She will interview ELT teachers to find out their perceptions of the industry in Ireland, to investigate their chosen career paths and how they view themselves within this community of practice. This will be done through face-to-face, focus group interviews and through invitation to complete an online questionnaire survey.

The survey is available at:
https://micquality.eu.qualtrics.com/jfe/form/SV_9Y3wWrASnm5LM9f
 Any ELT teachers in the Republic of Ireland interested in taking part in an interview, should get in touch at Deborah.Tobin@mic.ul.ie

Teach In Teacher Training

Lisa Magloff looks at the ins and outs of becoming a teacher trainer

There are several ways to progress as a teacher in the private language school sector. You can move into administration; or, if you enjoy creating materials, you may want to move into coursework writing or publishing. But if you enjoy mentoring and are interested in methodologies, you may want to consider teacher training.

The pathways into teacher training are not that clear cut, even in the UK and Europe where the Cambridge Celta, Delta and the Trinity models of teacher training dominate the private sector. So, we spoke to two teacher trainers in the UK to get their views on the best ways to become a trainer.

How do you start?

Answering the question of how to become a teacher trainer is not as easy as it may sound. This is because most teachers follow an organic path into training – they may start by doing some training or mentoring at their school, and then gradually begin to do more and more.

Maria Heron, Senior Trainer at NILE (Norwich Institute for Language Education), says that most trainers start by gaining teaching experience in different contexts (in the UK and abroad), and then looking for opportunities to do training. “Once a teacher has a Delta or Trinity Dip and several years’ experience in different contexts, it’s a natural progression if you work for an institution that offers that opportunity, or to look for a new job that offers the opportunity to start working with teachers.”

Jessica Andrews, Assistant Director of Training at International House, London, agrees that “most people get into it through their institution. They are working there for a long time, they may start by mentoring or doing peer observations, or by delivering teacher development or in-service training sessions.”

To become a Cambridge trainer, however, you must have five years’ teaching experience and have completed a Cambridge Delta or Trinity Dip before you can be approved by Cambridge to start as a Trainer in Training, so it’s important to gain this experience if you want to take this route.

The main way to become a Celta trainer is to get a Trainer in Training (T in T) position, but these are rarely advertised – schools tend to train up their own staff. So, if you are aiming to become a trainer, try getting a teaching job with a school group that offers a lot of training courses: International House, British Study Centres, Bell, NILE, the British Council or, in the US, Teaching House (part of the Oxford House College chain).

T in T opportunities can be hard to find in the UK and abroad. As T in T’s need to be attached to a Cambridge Centre, it is not possible to train up as a freelancer. There is an increasing demand for Celta abroad, and more centres are opening internationally each year so it might be possible to train up outside the UK in places such as Turkey or China.

What about Freelancing?

There is another route into teacher training –



The role of the trainer is quite varied and often in different backgrounds and levels of experience

freelance work abroad. This involves conducting in-service training for groups of teachers. These programs are often government-funded within countries which are looking to build the English-language skills of their teachers. The country may work with a large organisation like the British Council to train large numbers of teachers over a period of several years.

Andrews suggests that, because large projects like these tend to require large numbers of trainers and therefore they “may potentially be an alternative way to get into teacher training. Someone with a Delta or Trinity Dip and experience of mentoring or teacher development could be considered for these positions.” She adds that to get these positions, teaching experience is the most important factor, as they don’t tend to require any specific training qualifications.

One caveat is that these bigger projects may focus on particular specialisms, like EAP, Clil or working with very young learners. So, getting work on one of these projects may require experience in that specialism.

What is the work like?

Working as a teacher trainer is not for everyone. It is very hands on and requires you to give a lot in terms of providing motivation and helping teachers to manage stress. Andrews says that part of the role of the





NILE/ANDREW KAHUMBU PHOTOGRAPHY

cludes working with teachers from different

“Most agree that working as a trainer is both intensive and rewarding – it is definitely working at the chalkface.”

teacher trainer is not just to improve teaching pedagogies but to, “reassure [teachers] and help them through [a course].”

Training in-service teachers may have different kinds of stress. They may not have been observed in their teaching before or may have insecurities about their own language if English is not their first language. It is your job to make them feel supported and to find a mutual respect so that both parties are learning from each other.”

The job involves working with teachers from different backgrounds and experience and may include helping teachers to improve their own English and classroom language. This may seem to preclude non-native teachers, but actually being a non-native speaker can also be an advantage in training teachers from different backgrounds.

Heron, who is not a native English speaker herself, did not find this a barrier: “I have

never felt discriminated against for not being a native teacher or trainer but I think I was very lucky working for organisations where this was not only not an obstacle, but something valued. NILE prides itself for employing the best trainers in their fields, rather than where trainers are born or what their mother tongue is.”

The role is varied. Trainers focus on different aspects of methodology and classroom management and facilitate the sharing of ideas, problems, materials and so on. They observe teachers and give oral and written feedback. They organise and lead workshops and sessions to help their own teaching colleagues and may even lead workshops for other organisations in-country or abroad.

Being a trainer is both intensive and rewarding – it is definitely working at the chalkface – for people who want to be practitioners, but also want to do something a bit different.

What about terms and conditions?

Training, like teaching, is not for people hoping to get rich. It does pay more than teaching, but not massively so. It is estimated that a freelance Celta trainer can earn around £2,500 to £3,000 for a four-week course outside the UK.

This may also appeal to people who do not want to work full time. Many freelancers work intensively for a time, and then take long periods off. Andrews says that, “I know some people who run six Celta courses back-to-back and then take four months off.”

The opportunity to travel is another upside. Heron points out that, “Depending on what a teacher trainer can offer, i.e. her or his areas of expertise (e.g. Primary, Clil, EMI) there can be lots of opportunities to travel and run workshop or courses in different parts of the world.”

And, while the number of teaching hours per week shouldn't be any longer than working with students, preparation time can be much longer, as most trainers tend to create their own materials.

The real reward may be in the work itself. Because you are working with colleagues, rather than students, you are also learning and sharing experiences, best practice, etc. The work is interesting and rewarding, and while it can also be challenging, as teachers' expectations are often high, every course you work on tends to be a bit different.

“People are drawn to what they are good at, so if you are good at being in the class and want to share that, then you might be drawn to teacher training,” says Andrews. If giving feedback to teachers makes you feel uncomfortable, then this is probably not the right thing for you.”

Thanks to Jessica Andrews, Assistant Director of Training at International House and Maria Heron, Senior Trainer at NILE for their assistance with this article.

TOP TIPS FOR WOULD BE TRAINERS

1. Build up your own experience

- You may want to begin by volunteering to mentor new teachers at your school and doing peer observations. You can work with other teachers to gain practice in giving feedback.
- Organise informal workshops at your school, perhaps around particular themes. Encourage other teachers to share ideas that have worked well for them.
- Present, give a talk or participate in a round table at a conference.

2. Take a Trainer training course

- These can be particularly helpful for experienced teachers looking to take on freelance work overseas rather than to become approved Celta trainers.
- Various organisations offer training development courses, such as NILE Online's *From Teacher to Trainer and Trainer Development*. NILE also offers programmes such as a Professional Award (see below), and an MA in Professional Development for Language Education with a Trainer Development Module.
- IH schools around the world run short, one week teacher training courses, geared towards qualified teachers who want to set up different types of observations or conduct teacher development sessions at their schools. In London, IH also offers a two week course called Teacher Trainer Development.
- Cambridge Assessment also offers a Trainer Training course for those training in primary and secondary schools, available to national governments and educational institutions.
- Participate in the Professional Award for Teacher Educators. This is recognised by the British Council as a certification of teacher training competence. This two-week programme is designed to develop, measure and validate the competences required for planning and running in-service and pre-service language teacher education programmes. In the UK it is available at NILE.

3. Plot your own Career

- Use the Cambridge English Trainer Framework to map and understand the trainer's career path and professional development requirements and options. This is a very useful tool for those looking to move into training. It was developed in collaboration with NILE and aims to help trainers to identify where they are in their professional career and to plan professional development pathways, and to explore research into trainer development.
- Download the framework here: <https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-trainer-framework/>



Point of View

Ernesto Macaro

These are the drivers propelling the EMI train forward

The drive to English as a Medium of Instruction is unstoppable, but teachers need support to keep it on track, argues *Ernesto Macaro*

Virtually every text on English Medium Instruction (EMI) that you may read, be it a research paper or someone's opinion, will tell you that the phenomenon is growing rapidly worldwide. Whether they are for or against EMI, almost all authors agree that it is an 'unstoppable train'. This is also my own view but I believe, if it is unstoppable, then we must do the best we can to make the ride for both students and teachers as pleasant and as fulfilling as possible.

The term EMI is generally used to describe classrooms in non-Anglophone countries, where content subjects are being taught through the medium of English. So, if Geography is being taught through English in Italy, or Chemistry is being taught through English in China, then those would be EMI classrooms.

EMI tends to be associated more with Higher Education (HE) than with other phases of education, but is certainly not exclusive to HE. The term is sometimes used synonymously with CLIL (Content and Language Integrated Learning), but I think there are problems with that association which space here will not allow me to explore.

The forces that are propelling the EMI train forward are many and complex, but English is now the undisputed world lingua franca and, given the steady increase in student mobility, universities increasingly need to offer academic content in English rather than in the local language.

This mobility can also be regional. In the European Union, for example, the 'Bologna Process' aspired to facilitate student mobility among member countries by standardising qualifications. The unintended consequence has been that more and more universities are obliged to offer courses through the medium of English. If you want to attract Portuguese students of economics to, say, a Dutch university, you are more likely to be successful if they are not expected to learn Dutch up to the level needed to get a degree.



The Bologna Declaration, in 1999, was the guiding document of the Bologna Process, which sought to create a Europe-wide system of comparable degrees

Similar pressures for offering EMI programmes operate in the ASEAN countries, where universities are competing for international students within their Southeast Asian region.

At a more general level, EMI is also seen as a mechanism for facilitating the internationalisation policy of an HE institution, potentially helping it to rise in the world rankings of universities. Internationalisation is not only about attracting international students but also foreign teaching staff. Indeed, universities in some countries are partially ranked on the percentage of EMI courses that they offer.

On a national level, many policy makers believe that teaching academic subjects through English is cost-effective in that students' level of English will improve concurrently with obtaining expertise and qualifications in a content subject. Coupled to this is the general belief that EMI provides massive exposure to English, and this will improve a nation's linguistic prowess, make students more marketable on the world stage, and do wonders for the national economy. For

some linguists, EMI is also seen as vehicle for making language learning more 'authentic'.

Finally, there is pressure from the private education sector on the state funded sector. At the high school level, the former often advertises itself as providing its courses through EMI. This may put pressure on state high schools to do the same in order to be seen as equally prestigious. This also exerts an upward pressure on universities to offer home students English-taught courses: they've been taught at school through English, why now go to university and specialise through the local language?

If these are the drivers propelling the EMI train forward, what might be putting on the brakes, or even risking a derailment?

First, there is considerable evidence that EMI is primarily introduced top-down via policy-makers; content teachers often having no option but to teach through English. A common complaint in the research literature is that some teachers are not linguistically confident enough to make the switch to EMI. They may feel their English is adequate for writing a research paper or making a

conference presentation, but teaching students whose own English may be at an insufficient level requires more wide-ranging linguistic skills. Frequently-reported anxieties about students' understanding of content are also heard from research on students.

Second, so far, evidence that EMI really does have an impact on students' level of English is quite scarce. It still isn't established that two years of EMI produce better English linguists than an intensive EFL course.

Next, does EMI favour a socio-economic elite? To what extent might students be selected to start an architecture degree simply on the basis of their level of English, not on their potential as architects?

Finally, is there a risk of a detrimental effect on the home language and culture? For example, will publishers in a non-Anglophone country be likely to stop publishing science textbooks in that language because it is no longer profitable? This might contribute to a general trend of undervaluing the home language and culture.

“It still isn't established that two years of EMI produce better English linguists than an intensive EFL course.”

If the train cannot be stopped, what can we do to make the journey one in which EMI students will truly thrive?

There is no doubt that EMI teachers need professional development to enable them to make the switch to teaching their subjects through English. But it isn't simply a question of getting a higher CEFR score. Teaching through EMI requires increased knowledge, understanding and skills: the knowledge of the different registers involved in teaching a subject and enabling masterful understanding of its content; understanding whether students' misconceptions are content-orientated or language-orientated; and acquiring the interactional skills needed to scaffold learning effectively.

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Ernesto Macaro is Emeritus Professor of Applied Linguistics at the University of Oxford and founding Director of its Centre for Research and Development in English Medium Instruction. Before becoming a teacher trainer and researcher he was a language teacher in UK secondary schools. His research focuses on learning strategies and on the interaction between teachers and learners in both second language and EMI classrooms.

What will English In the EU look like after Brexit?

Once British nationals leave EU institutions, Emma Seddon predicts that non-native speakers will start to own EU English as a *lingua franca*

At the time of writing, Britain's future with the European Union is still uncertain. There is plenty of speculation out there, which I won't be adding to. Instead, I would like to think about English and the EU.

English is one of the 24 official languages of the EU, and one of the three working languages of its institutions, alongside French and German. English is the most commonly used working language of the three, at least partly because it is the most-commonly taught foreign language in Europe. English, then, plays a significant role in the workings of the EU institutions and it is likely this won't change any time soon. The only other viable options are French and German, and a huge investment in language teaching would be required to get EU staff up to the standards necessary.

Instead, it is much more likely that English will continue to be used as a *lingua franca*, shifting and expanding to accommodate the influence of its speakers' native languages. A minor example is the word 'training', used as a countable noun: "I've had three trainings this week," as opposed to, "I've had three training sessions this week". When I interviewed translators working at the European Commission, they told me that they hear native English-speaking colleagues "slipping" and using EU-English terms and phrases. EU English then is

becoming increasingly legitimate within the institutions.

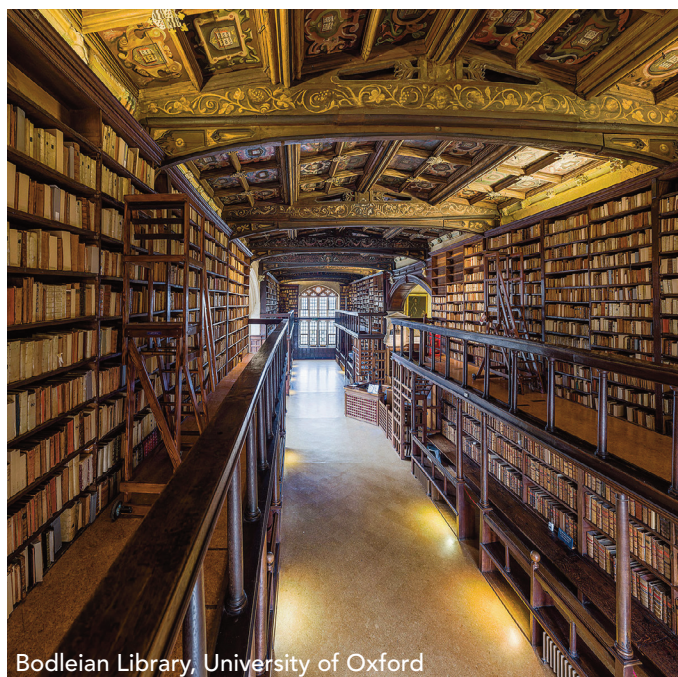
For the time being, these linguistic differences are largely kept out of 'public facing' documents and websites, due to the work of native English-speaking editors and translators. However, assuming some form of Brexit goes ahead, there will be a significantly reduced pool of native English speakers to recruit from – you need to have an EU passport to work for the institutions. As current staff retire or move on, the slack will have to be taken up by non-native English speakers.

Over time, EU English will become increasingly accepted, as the authority of native English speakers becomes less relevant and other language communities take more ownership over the language. We're not there yet, but perhaps in years to come, EU English may be on the syllabus of language schools in Europe.

Based on an article published in The Conversation, found at: <https://theconversation.com/the-english-language-is-evolving-heres-how-it-will-change-after-brexit-117614>

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■ **Emma Seddon** is a PhD researcher in sociology and social research at Newcastle University.



Bodleian Library, University of Oxford

Searching for free research

Gillian Ragsdale's guide to finding the right research

A great deal of research is carried out on language learning and teaching. This could help teachers develop the most effective programmes and resources for their situation and further their professional development. In reality, though, few practitioners make use of published research, for three reasons.

The first major issue is access. Historically, research has been published to be read by other researchers, who access journals via their university's paid subscriptions. This has kept most original research behind a paywall and beyond the reach of non-academics. Teachers can buy research – but that's expensive, typically £20-30 for a 10-30-page article, the same price as a good 200-page textbook.

There is a growing movement towards freely available, online Open Access publishing. In fact, under UK law, any research funded by the government must be available for free, though the law is different in different countries.

A few newer journals are completely Open Access, but most journals are still subscription only, although some now have a mix. In some cases, authors can opt to pay to make their article Open Access. Overall though, the bulk of research is still being published behind a paywall that only those with access to a university library can access.

The second major problem is the sheer quantity of published research. So many hours of my life have been lost down the rabbit hole of literature searches. It might begin with looking for studies on a new method for teaching reading skills and somehow, hours later, I am reading about how ancient Greek was taught in Roman times.

A good way into a particular topic is to find the most recent review article, which should cite the major papers and researchers in the field (add the term 'review' to your search).

The third issue is jargon-dense, impenetrable content. Too often in academia writers prioritise impressing their peers over being clearly understood. Some topic areas are worse offenders than others. Linguistics certainly has more than enough technical jargon as a subject and would benefit from a clear and simple writing style.

Finding it for free

1 Search Google Scholar

Use Google Scholar rather than just Google. You can easily sign up (search Google for Google Scholar) and search academic content on the web.

Unlike the databases used by universities (e.g. *Web of Science*), Google Scholar includes all academic books and journals – including 'fake' journals from predatory publishers – so you will need to check the source if you are unfamiliar with the journal.

Google scholar ranks the results depending on how many times the article has been cited by others. That means you can easily spot the more influential articles on a topic. This can also lead to a cycle of cited articles getting more citations, making it hard for other articles to be noticed, so look further than the top results.

2 Open Access options

Don't assume you have to pay – always check whether the term 'Open Access' appears somewhere on the page with the article abstract. Some articles, even in subscription journals, are set for open access.

ELT Journal has some Open Access articles and other free content, like the six-monthly 'Key concepts in ELT'. *CALICO* (US-based journal for CALL) research articles become open access after three years.

Search the *Directory of Open Access Journals* (doaj.org) for journals in your field. *TESL-EJ* (the electronic ESL journal), *L2 Journal* (US-based journal on language learning and teaching in general), *Language Learning & Technology* (US-based) are all free to view.

Check reputable collections such as *OASIS*, *ELT Research Bites* or *MESH* (for teachers generally) for article summaries. *ELT Research Bites* also has a list of Open Access Journals (at the time of writing, the contact page was disabled so it is unclear if this site is being maintained).

3 Access to subscription-only articles

Sometimes the abstract tells you as much as you need to know, but if you want the full paper you can probably get it. Very often, the first author will have links to the pdf of their papers on their personal or departmental webpage. If not, a polite email requesting a copy of their paper is likely to be met favourably – authors love it when people want to read their papers.

4 Check the source

Check the article comes from a peer-reviewed journal listed on, e.g. <https://mjl.clarivate.com/home> or <https://www.scimagojr.com/>.

There are a lot of fake journals making money by asking authors to pay to publish. These have no review process, they will publish anything.

Entirely different are the new peer-reviewed Open Access journals, who ask authors to pay for publication but make the content freely available.

An oasis of **data** for research-hungry language teachers

Inge Alferink tells *Gill Ragsdale* about the OASIS Project

Oasis was launched in 2018 to address the obstacles teachers face in using research. How does it work?

Oasis-database.org is a publicly-accessible source of summaries of research articles in the fields of language learning, language teaching, and multilingualism. It summarises articles in a single page with minimal jargon, and includes information about what a study was about, why it is important, and what the it found.

Our aim is for parents, teachers, teacher educators, policy makers, and other interested people outside of academia to have access to research findings.

The idea came from teachers?

Teachers are telling us they want research but they don't have access or they don't have time. Conversely, researchers worry that their research doesn't get to the people beyond their immediate colleagues. So, it's a two-way thing – a bridge.

Where do you get the summaries?

We currently have three journals – *Language Learning*, *The Modern Language Journal* and *TESOL Quarterly* – who have agreed to ask all their authors to submit summaries of their articles. Eventually, the aim is for all the relevant journals and authors to become involved.

As authors write their own commentaries, this is quite different to reading a blog or news report, which may interpret or edit the original article.

How can authors get involved

Anyone can send in a summary of their work if it is published in an SSCI (Social Sciences Citation Index) listed journal. OASIS does not review the quality of the research, so it is important that it only accepts content from peer-reviewed journals. It is not a perfect process and some poor research still gets published – but it's the best quality control available for published research at present.

And the response?

We have over 1300 users and feedback has been very positive so far. We also have support from organisations such as the Association for Language Learning (ALL).

We have been using these summaries with school teachers. In the Netherlands, there is a group who are using this for the basis of their monthly staff discussion.

We are on twitter and whenever there is a new summary it is tweeted out with a reference and link to the original paper. We also run a monthly newsletter.

■ **Inge Alferink** is a post-doctoral researcher on language pedagogy at York University and co-ordinator for the project.



OASIS is a much-needed resource in the research data desert

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CRITICAL THINKING IN ELT: A WORKING MODEL FOR THE CLASSROOM

Paul Dummett and John Hughes
National Geographic Learning, 2019
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Much has been made of critical thinking in recent years, most of it only implicit, and I must admit to having approached this title with a degree of skepticism; surely even half-decent classroom practitioners encourage their learners to think critically, or am I missing something? Considering the largely fool-proof teaching material that encourages almost robotic teaching these days, it's hard not to at least provoke learners to analyse and reflect. Or are things really that simple?

Chapter One establishes a working definition of critical thinking along with a model for applying this to the ELT classroom. Introduced to illustrate the latter are Bloom's 1956 taxonomy, along with its 2001 updates. The authors explain how the critical thinking approach of getting learners to reflect in a rational way, in order to come to reasonable conclusions regarding a text, has been inhibited by the lack of a working model, one which they outline in terms of higher- and

“...the authors certainly have more important things to say than most in recent years on an area that is generally neglected.”

lower-order thinking skills. In fact, they adapt this continuum to run from basic comprehension onto critical thinking and then creative thinking.

The following chapter explains the importance of integrating critical thinking into ELT, with regard to encouraging effective learning. Chapters following this deal with more practical issues concerning grammar, vocabulary and pronunciation. With regard to the latter, the authors certainly have more important things to say than most in recent years on an area that is generally neglected, one I felt deserved a whole chapter; the references therein certainly look worth following up.

The next chapter deals with critical thinking in relation to receptive and productive skills. It was interesting to note that the majority of tasks illustrated were aimed at levels B1 and above, but that's not being unfair, since such tasks tend to focus on higher-order matters relating to bias,



PIXABAY

New ways to encourage critical thinking

Wayne Trotman reviews a book that aims to inject more critical thought into the language learning classroom

assumptions and implied meaning. In fact, this confirmed my belief that any attempt to develop critical thought had to take into consideration language levels: the higher, the more likely.

Critical thinking in the productive skills is the focus of the next chapter, where it is pointed out how generating ideas and setting criteria for evaluating success are key. The final chapters cover critical thinking and twenty-first century skills and literacies; perhaps the most interesting points made there relate to the internet and plagiarism. The final chapter deals with integrating critical thinking into your lessons, and provides pointers on how to do this at varying levels. In this and each of the chapters, a section called 'Ask Yourself' poses questions for the reader to reflect upon; likely responses appear in the appendix.

As a trainer of many years, I particularly appreciated the several activities in each chapter that illustrate how to develop more

critical thought amongst a group of learners. Such tasks could easily be either taken into the classroom and used immediately, or for sessions by trainers. Overall, I have to admit that my earlier view that critical thinking would happen anyway, even in spite of mechanical teaching, was largely off target. The presence of such titles as this on the shelves in the language teachers' resource area will enable this learning to take place in a suitably structured manner, one that is sure to make the classroom a more invigorating place to be, with regard to language production.



Wayne Trotman is a teacher educator at İzmir Katip Çelebi University, İzmir, Turkey.

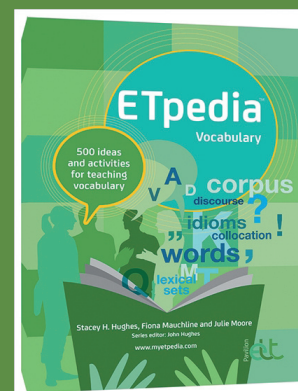
BOOK OF THE MONTH

ETpedia™ Vocabulary
500 Ideas and Activities for Teaching Vocabulary
Stacey H. Hughes, Fiona Mauchline and Julie Moore
Pavilion Publishing and Media Ltd
ISBN: 9781912755264

Vocabulary is central to language teaching. I welcome this comprehensive, 255-page resource book. It is divided into six sections, including

classroom activities, features of words (like collocation) and specific contexts such as teaching young learners and dyslexic students. The book includes well-known techniques like mime, Pelmanism, using study cards and creating 'spidergrams' and is up-to-date on apps and corpus tools. One standout unit is 'Online tools for analysing vocabulary', which describes fascinating sites like

the 'N-gram viewer' which shows how usage of a word has changed over time. The substantial Appendix contains useful photocopiable worksheets. This A4 spiral-bound book should appeal to new and experienced teachers alike. You can dip in for bite-sized activities or work through more systematically. The authors' wide-ranging experience shines through.



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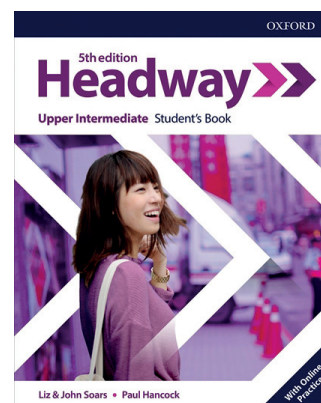
LANGUAGE HUB
Pre-Intermediate Student's Book
Daniel Brayshaw and Jon Hird
Macmillan Education
ISBN: 9781380016904

Language Hub is a new, six-level general English course for adults. The B1-level contains a thorough, balanced syllabus, appropriate for pre-intermediate learners. Some topics are intriguing and quirky, such as 'Unusual Art' and the 'hygge' lifestyle from Denmark, which focuses on the simpler things in life. A useful video 'sitcom' models functional language in context. I especially like the diagrams for practising suffixes in the 'Vocabulary Hub' section. There is an occasional lack of space for students to write in a complete answer. The App allows teachers to assign individual consolidation tasks for students to complete on their Smartphones. Recommended.



HEADWAY 5TH EDITION
Upper Intermediate Student's Book
Liz and John Soars / Paul Hancock
Oxford University Press
ISBN: 9780194539692

The well-known Headway series now enters its fifth incarnation. The twelve units in this B2 coursebook include fresh topics like 'Fake news' and businessman Elon Musk, along with well-trodden areas like environmental issues. A helpful essay in the Teacher's Book describes the 'shift of attitude' necessary to deal with higher-level learners, providing a good introduction to the books' strong grammar focus. One outstanding feature is the wealth of digital material, including new video introductions for each unit, providing plenty of opportunity for teachers to develop blended courses. Rich and varied; the many users of this well-established series will not be disappointed.



REVIEWS COMING UP IN THE NEXT ISSUE:

Feature: *Social Interaction in Language Teacher Education* (Edinburgh University Press) by Fiona Farr, Angela Farrell and Elaine Riordan.
Book of the month: *101 Grammar Questions: Cambridge Handbooks for Language Teachers* (Cambridge University Press) by Scott Thornbury

Reviews in brief: *Understanding Teenagers in the ELT Classroom: Practical ideas and advice for teaching teenage students in the English Language Classroom* (Pavilion Publishing and Media Ltd) by Chris Roland; *Business Partner B1* (Pearson) by Margaret O'Keefe, Lewis Lansford, Ross Wright, Lizzie Wright and Evan Frendo

Reviews by Pete Sharma for Bournemouth English Book Centre: www.bebc.co.uk

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Chalkface Champion

Monica Poulter is back in school. So, what has changed in forty years, asks *Melanie Butler*

We first met on a Diploma course in IH London aeons ago, but most people will know you from your role supporting teacher training qualifications at Cambridge Assessment. What is the biggest change in ELT that you have experienced?

Yes, we first met over 40 years ago and there have certainly been some changes. The main one for me is the huge range of contexts in which the English Language is now taught and learned worldwide.

I dug out my certificate from our Diploma course and the wording shows just how much things have changed! It is described as a course for 'English nationals' and the teaching practice was with 'foreign students'. In 2020, the English Language Teaching profession includes thousands of teachers who learned English as their second language. Many students are learning English in their home country for many different purposes. Others are living, studying and working in an English-speaking country.

When we studied for the Diploma, there was still an emphasis on using teaching 'techniques' to learn structures, and on mechanical practice of language. There was no reference to developing language skills.

According to my course report, we learned how to use visual aids and the tape recorder! Now, there is an overwhelming number of resources, including digital resources with an increased emphasis on eclectic approaches, and creating individual learning pathways.

The report also said that I had 'no difficulty in obtaining a grasp of the underlying theories of ELT' – I don't think there were so many back then! One of the main challenges for teachers now is that there is so much stuff out there – theoretical and practical. It can be overwhelming.

Recently you have been volunteering as a teacher. How did you get involved?

In my last role at Cambridge Assessment I created an online Futurelearn course to support volunteers working with refugees. In order to produce relevant content. I contacted refugee support organisations and talked to local teachers working with refugees. Then I started teaching myself – the class I am involved with is mostly for women with young children who can't get to regular classes.

What have you found most challenging about this work?

Very little of my previous teaching experience was with beginners, so for me the most challenging thing has been to work with learners with almost no English, who aren't familiar with the Roman script and who – in some cases – have had their education interrupted through war and displacement.

Some of the group are highly motivated, but some get very little opportunity to use English outside the class and progress can be slow.



Monica Poulter

RON RAGSDALE

The most rewarding moments are when there is real communication in the classroom; when participants talk about their home lives or their experiences in the UK or when they tell us that they have been, for example, to the pharmacy on their own and have described symptoms to the pharmacist and got medicine for a sick child.

Given your experience teaching refugees what would you add to the Cambridge teacher training framework?

I think I would make more explicit the need to be aware of home languages and cultures. On a number of occasions, I have wished I could speak Arabic – especially when dealing with a personal problem.

There have been moments when a quick explanation in Arabic would have moved the class along by providing background cultural information, explaining language differences between Arabic and English, or setting up a game. On occasion, I have been able to use other volunteers who speak Arabic, which has been invaluable.

If a Celta-trained teacher was thinking about teaching refugees what are the most important things they need to know?

Learn about the linguistic, cultural and educational backgrounds of their group and find out what their current needs are. Check

what resources are available to support learning – and find strategies to provide individualised practice and frequent recycling.

Personal qualities are important too. You need empathy and lots of patience. Many refugees are dealing with resettlement issues and family problems – they may not always be in a state where they can focus on your carefully prepared lesson.

What would you like to change about ELT?

What I'd like to see is more recognition for professional development. I think a lot of teachers access training in their own time through following online tutorials and informal networking. It would be great if this could be more formally acknowledged.

I'd like to see increased recognition in three areas – my 3 Ps!

- Professionalisation of ELT
- Professional development pathways for teachers
- Parity between teachers who speak English as a first language and the thousands who don't

Monica Poulter recently retired after more than 25 years at Cambridge Assessment English, developing qualifications for English language teachers. She is now on the Board of Trustees with the Cambridge Refugee Resettlement Campaign.

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