

Supplement inside: the top UK language centres 2022-23

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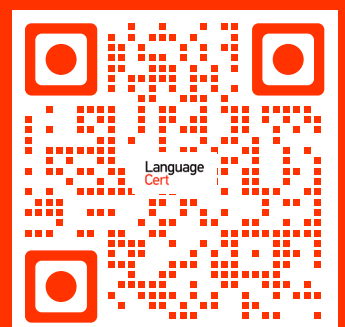
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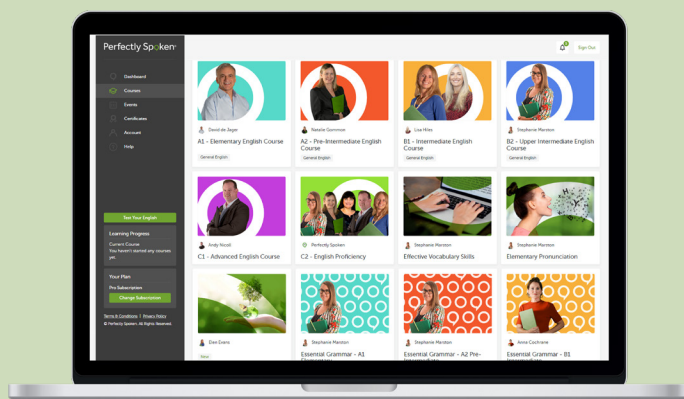
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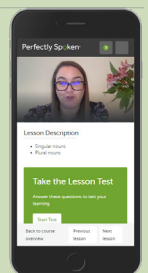
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As the world has opened up post-pandemic, it's seeing a drought when it comes to certain professions. Certainly hospitality has taken a hit, as anyone in the restaurant or hotel business will tell you. It's not just the UK, which is suffering from foreign workers leaving in droves after Brexit came into effect, and it's not just servers and chefs who are needed. The English language market has seen a massive dip in those who are prepared to get back in the game and teach in person.

Countries as far apart as Australia, Malta and Canada are scrabbling around, trying to fill their vacancies. Some of the situations are pretty tempting too. New Zealand, for instance, generally offers reasonable rates of pay in some spectacular locations, which make for pretty compelling

“You could be forgiven for thinking there's never been a better time to be an English teacher and you wouldn't be far wrong”

reasons to go there for a year or two. In fact, if the idea of visiting the Kiwis and taking in the outdoor pursuits the country's famous for appeals, do turn to page 32 to find out what's involved and how to make it happen.

You could be forgiven for thinking there's never been a better time to be an English teacher and you wouldn't be far wrong, but the shortage of teachers is matched only by the surge in student

numbers, which is having a negative effect when it comes to housing, particularly in Ireland. Its pull – aside from being a beautiful country with welcoming denizens – is that it's both English speaking and part of the EU, meaning Ireland is particularly popular with Europeans, and it's now bursting at the seams when it comes to accommodation. Students – and teachers – are feeling the squeeze, from being offered sub-standard housing to being overcharged. Find out more about this on page 6.

It all leads on to the subject of native (NESTs) vs non-native English speakers (NNESTs) as teachers. While many non-English speaking countries still only issue work visas to NESTs, is it really that important to the students? A recent study has looked into this with some surprising results (see page 14).

This issue also contains the annual top UK language centre rankings. If you're wondering where to teach, learn or choose an educational institution for a young person, it makes essential reading. You'll also find information on which types of schools perform best and why, along with in-depth looks into how the English language teaching landscape has been affected by the years of lockdowns and country closings. Turn to page 17 to get started.

LIZ GRANIRER, EDITOR



PHOTO © N. CHADWICK

LSI Portsmouth, which scored well in the rankings

editorial@elgazette.com

elgazette

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 10 schools in seven countries, she speaks fluent French and Spanish, and rather rusty Italian.

melanie@elgazette.com



LIZ GRANIRER,

editor, has edited for parenting, travel and kids' magazines, writes for a number of print and online publications, and has worked on a range of well-known consumer and contract magazines.

editor@elgazette.com



GILL RAGSDALE,

research news reporter, has a PhD in Evolutionary Anthropology from Cambridge and teaches Psychology with the Open University. She 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.



CHARLOTTE DYASON,

senior sales, a graduate of Canterbury and experienced education marketer, Charlotte has a wealth of expertise and knowledge to assist with promotional campaigns.

info@elgazette.com, tel 020 3137 9119.



IAN CARTER,

publisher, has a Masters in Strategic Business Management (Westminster) and 30 years' publishing experience in the professional and academic sector.

elgazette@media-shed.co.uk,
tel 020 3475 6811.



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The global race for EFL teachers

By Melanie Butler

All English-speaking destination countries are reporting a shortage of two vital elements: host families and teachers. New Zealand, which is still waiting to fully reopen, is already feeling the pinch, according to Darren Conway, chair of English New Zealand and director of Languages International.

“I can confirm that we are certainly short of teachers (and accommodation),” he told the *Gazette*. “We are coping for now, but given that the industry recovery is only just starting, we are going to need to keep finding (good) teachers and accommodation supply faster than student demand grows for quite some time yet.”

Conway also highlights another worldwide problem, a fall in the supply of new TEFL-trained teachers. “As a CELTA provider, we know that training demand is down significantly, so there’s no easy solution coming from that direction,” he says.

As it explains on page 32, English New Zealand plans to increase the number of foreign teachers coming in on working holiday visas. Australia is looking at the same solution.

According to a press release issued by English Australia in August, “colleges are facing further challenges as teachers who were forced to leave the sector because of the significant reduction in student numbers are proving difficult to lure back.”

English Australia has now proposed three measures to the government: increasing the length of time allowed for working holidays, state subsidies for training courses, and the addition of EFL teachers to national and regional labour shortage lists.

Australia’s main advantage in the worldwide fight for teachers is its hourly Elicos wage rates. These have to be agreed with the unions and are between AUD\$55 (£33) and AUD\$66.15 (£39.76), which may be the highest in the world.

Canada, too, is facing a shortage of teachers, according to Language Canada. But teachers’ unions complain that the low rates of pay have meant recent migrants have been loathe to fill the gaps. With unaccredited schools in Ontario



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Language schools across the English speaking world are desperate for teachers to come from abroad

offering barely above the C\$14 an hour minimum wage, concerns are growing that non-native speakers may become victims of unfair employment practises.

Across the world, barriers to non-native speaker teachers are falling, but teacher exploitation may be on the rise.

Ireland full to bursting

In Ireland, where teachers from across the EU are welcome, it is the chronic housing shortage that is holding back staff supply. With the highest average hourly rate of pay in European EFL at €20 (£18), and teachers offered 30 teaching hours a week (the highest contact hours in the OECD), the supply of work isn’t a problem, finding a place to live is.

In mid-September, the French government issued a warning to citizens planning to work or study in the Irish Republic about the soaring rents. Shortly afterwards the Irish Council for Overseas Students (ICOS) issued the following statement: “This year.. ICOS has been contacted by many students looking for help finding accommodation, to report that they are homeless, to report

a scam or to make a complaint about the substandard, and often overcrowded, conditions of their accommodation.”

Teachers coming in from abroad are likely to find themselves in the same position.

In Malta, where hourly rates are less than half the Irish and accommodation is also scarce, schools have responded by offering shared accommodation and monthly salaries – though a monthly rate of €1,000, which is lower than that on offer in the rest of southern Europe, is unlikely to attract many EU citizens.

Malta’s solution

Meanwhile, the Maltese government has been emailing its school leavers with offers of free TEFL courses. Only 3% of the population of the Mediterranean nation has a university degree and graduate status has never been a sine qua non for EFL teachers. In New Zealand, which only has 5% graduates, it is not a requirement for temporary teachers. In Australia, with 30% graduates, it is.

In the UK (36% graduates) the British Council waived the

requirement for graduate teachers during Covid and dropped the education level demanded to level 5 – conveniently the level you get by passing a CELTA course.

Recruitment problems have eased somewhat after the summer peak season, the first post-Brexit year in which schools were banned from bringing in teachers from the EU or anywhere else. But retention is difficult as teachers switch schools in search of better rates and more guaranteed hours.

Fixed-term contracts are beginning to appear. One school offered £19,760 for 30 teaching hours and 40 hours on site – exactly minimum wage. Another is offering £20,869 for 19 hours teaching. The total number of hours on site, the basis on which minimum wage is calculated, is not given.

Neither rate reaches the salary level required to bring an EFL teacher in from abroad, which is £21,300 a year, according to the UK skilled workers visa site (<https://www.gov.uk/government/publications/skilled-worker-visa-going-rates-for-eligible-occupations/skilled-worker-visa-going-rates-for-eligible-occupation-codes>).

Saudis **favour** US books, but UK schools

By Melanie Butler

A recent flurry of course-book adoptions in Saudi Arabia suggest that, though the UK seems to remain the top destination for Saudi students, when it comes to course material used back home, the ball remains firmly in the American English court.

According to *Arab News*, Saudi Minister of Education Hamid Al-Sheikh signed a Memorandum of Understanding (MOU) with MM American Publishing Group, "A US group specialising in providing language teaching books", at the end of September as part of the Minister's tour of "American research centres and universities".

MM American Publishing Group does not appear to exist. However, the CEO named in the article, Giannis Malkogiannis, does. He heads up the multinational MM Educational Group, with headquarters in

Greece. Contacted by the *Gazette* to confirm that the MOU was with the American arm of his company, Malkogiannis confirmed that the agreement "refers to MM Educational Group".

Meanwhile, US-based publisher National Geographic Learning is also expanding its footprint in the Arab Kingdom, announcing a partnership with Saudi public investment company Talemia to provide learning materials for 150,000 students of business management, marketing and healthcare, also this September.

But holding up the corner for the UK is Cambridge University Press, which last year signed an agreement for a Saudi version of *Power Up*, a primary course, while the localised version of its secondary course *Evolve* was also launched in the Kingdom last year.

US publishers have an advantage over their UK rivals




PHOTO SHUTTERSTOCK

when it comes to school books, because the US has its own large domestic market of English language learners who need school books. "The US specialists in this field are familiar with and have very high experience in dealing with these age groups," one Saudi education consultant told the *Arab News*.

The apparent preference for US specialists may also be a preference for the American norm of using well-known academics as lead authors on course-book series. UK publishers, who have adopted the US habit of using writing teams in

recent years, rarely use academics in other than a consultative role. Even in the UK market, US EFL courses are taking market share from local publishers, with the latter concentrating on new editions of courses first published 20 or 30 years ago, according to one distributor.


In terms of language travel, however, Saudis still seem to be opting for the UK. In the first half of this year, they made up the largest source market for UK language schools in terms of student weeks, according to English UK. Kuwait also made the top 10.




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By Gillian Ragsdale

Factors such as immigrants' first language and general educational background predict success on second language test scores, according to a study by Ann-Kristin Gujord at the University of Bergen in Norway.

Learning the host country's language not only supports employment and social goals, but is also increasingly a requirement for citizenship. This study collected test results (Norskprøve 2 scores from 2009 and 2010) from over 10,000 immigrants to Norway to find out which factors could predict better – or worse – scores on a test of Norwegian language (writing, reading and listening, but not including speaking).

The information collected when learners took their test included years of prior education, country of origin and first language, knowledge of English, hours of instruction in Norwegian, years of residence in Norway, general use of Norwegian, age and gender.

It is well-documented that the learning curve from some first to second languages is steeper than others and this was one of the factors Gujord wanted to examine. This was made somewhat complicated, however, as there were 167 languages among the learners – 105 of which were spoken by less than 10 people.

To clarify the analysis, the languages were split into just two groups: Germanic (so related to Norwegian) and non-Germanic. Having a Germanic first language proved a positive factor in the analysis, making learners 21% more likely to pass all three parts of the test. This advantage was second only to English proficiency, where moving from beginner to advanced level improved the likelihood of passing Norwegian by 25%.

Since the test scores used were from the written component, it would be interesting to see the impact of first language script, ie, Latin vs non-Latin. The non-Germanic group included the four largest language groups, having more than 500 speakers: Polish, Persian (ie, Farsi), Thai and Arabic.

Measuring typological distance, ie, how different two languages are, is notoriously difficult and controversial. Typical language tests, such as this one,



PHOTO ANDY BARBOUR/PEXELS

Immigrant **language** testing is not a level playing field

Many factors determine which learners will find it easier to acquire a host country's language

often have components focusing on different skills – and, in this case, only the written component scores were analysed. Although Polish is a Slavic language, it uses a lightly modified Roman alphabet. Consequently, it does not seem realistic to equate the challenges of reading and writing Norwegian within the non-Germanic group. The possible advantages for Polish speakers could have been examined, especially by including the speaking test scores, where having a Germanic vs non-Germanic first language might be expected to have greatest impact.

Countries of origin, also being very diverse, were grouped into two regions: Europe and outside Europe. Coming from a European country was the next largest advantage, increasing the chance of passing by 17%. Gujord partly attributes this to differences in quality of education, but the effect could be reframed as Latin vs non-Latin script (predominantly Asian and African learners).

Younger learners tended to score better and females had a small advantage over males.

The effect of residency in Norway was only evident after four years – at five years, resident learners were 14% more likely to pass the test. There was very little impact at one to two years of residency. This may link to the apparent lack of influence of the scores on general use of Norwegian. When indicating, for example, whether they had social contact with Norwegians 'never', 'seldom', 'weekly' or 'daily': 45% responded 'never' or 'seldom'.

Prior education of 10 years or more increased the probability of passing by 12% but, curiously, increasing hours of instruction in Norwegian had a small but significant negative influence on test scores. Gujord suggests that this may be due to the policy which gives more instruction to those with less prior education. If so, it is likely that formal second language instruction needs to be better adapted to the needs of adult learners (some refugees for

example) who have very little, if any, previous formal education and who may not be literate in their first language (from the 2005 Literacy Education and Second Language Learning for Adults forum these have been termed LESLLA learners).

Overall, this study highlights challenges facing today's immigrants as countries increasingly require language proficiency scores to obtain citizenship, as this disadvantages those with little formal education, especially non-Europeans, many of whom may be arriving as refugees. In these cases, there needs to be more appropriate 'catch up' language and general educational provision. But we might also ask – should anyone running for their life be asked to pass an exam in order to be given sanctuary?

REFERENCE

■ Gujord, A-K, H (2022), 'Who succeeds and who fails? Exploring the role of background variables in explaining the outcomes of L2 language tests'. *Language Testing*, DOI: 10.1177/02655322221100115

English exams on test

Can IELTS and TOEFL results be extrapolated for academic success?

By Gillian Ragsdale

TOEFL and IELTS scores are equally valid for college entrance, but their ability to predict overall academic success is weak, according to a meta-analysis by Samuel Ihlenfeldt and Joseph Rios at the University of Minnesota, USA.

Increasing numbers of non-native English-speaking students are applying for undergraduate and postgraduate courses taught in English, in their own countries or in an English-speaking country. For example, in 2019 there were over a million international students in the US, over 5% of the total student body – an increase of 60% since 2010.

Currently, TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are the leading English language assessments for college entrance. These assessments were designed

specifically to test proficiency in academic English, although IELTS is generally considered to also have a more everyday usage component.

However, as well as testing language proficiency specifically, TOEFL and IELTS scores are also commonly used to assess overall likelihood of academic success, despite not being developed or validated for this purpose. In practice, where applicants have borderline or slightly lower academic grades, students with higher TOEFL or IELTS scores may be more likely to be admitted.

Ihlenfeldt and Rios combined 32 previous studies (2006-2021) to test whether TOEFL and IELTS scores can actually predict academic success (principally as GPA – grade point averages). They found that, although both assessments were significant positive predictors of academic success, the size of the correlation



PHOTO GILLIAN CALLISON FROM PIXABAY

was small ($r = 0.2, p < 0.001$) and there was no difference between using TOEFL or IELTS scores.

The authors were able to test whether level of study (undergraduate vs postgraduate) or type of school (public* or private) moderated the relationship between English scores and academic success. Surprisingly, neither had any influence. Most of the studies in this meta-analysis were based in the US and the students were mainly taking business or social-science courses, leaving open questions regarding how the two English assessments relate to different academic subjects, such as science and technology – as well as the influence of students' native language and host institution.

While good TOEFL and IELTS scores certainly facilitate higher education in English, both admissions personnel and students should avoid being overly optimistic – or pessimistic – about overall academic success.

**In the US, government-run schools are referred to as 'public', whereas in the UK, these are 'state' schools, and 'public' schools are actually private, fee-paying schools.*

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■ Ihlenfeldt, SD and Rios, JA (2022), 'A meta-analysis on the predictive validity of English language proficiency assessments for college admissions'. *Language Testing*, DOI: 10.1177/02655322221112364

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ELTon judges go nuts for Brazil

This year's shortlist has Melanie Butler singing its innovative praises

Innovating against the odds – that is the motto bestowed by the British Council on its 2022 ELTon Awards for innovation post-Covid, the nearest thing the English language profession has to the Oscars. Given the grim impact the pandemic has had on all sectors of education and the state of the world, the range of projects, making it onto the shortlist is indeed astonishing. And that shortlist is astonishingly international.

In the Digital Innovation category alone, we have an AI-based conversation app from Hungary, a free corpus app from Jiatong-Liverpool University and a kid's gamified learning app from Mindjo which was developed in Israel, Ukraine, Azerbaijan, Italy, Russia and the USA.

Under Teacher Resources we find a book from Delta in Germany on pragmatics. The international theme is echoed across other categories too. Under local Innovation we find a community of teachers in Tanca, Peru, creating a collaborative space.

Viva los ELTons!

Latin America is having its own ELT revolution and this year the region dominates the category Excellence in Course Innovation.

From Mexico we have *Brain Juice*, a primary course which harnesses some of the sources which have powered this regional renaissance. From the Unicef Framework of Transferable Skills the publishers, University of Dayton Press, have picked Self-Awareness, Personal Autonomy and Artistic Expression. From the UN's Sustainable Development Goals they have chosen not only Social Justice, but also Global and Environmental Awareness.

The three Brazilian courses on the shortlist echo these themes. Richmond Solution's *English Experience* focuses in on global awareness; EXP Educational Intelligence (with Macmillan Education Brazil among its team of collaborators) focuses on self-awareness in its *TransFor.Me Kids* series; while *May Moo and Me* from StandFor/FTD Educação highlights emotional well-being.



Caroline Moore of the Hornby Trust and Dr Harry Kuchah, past president of IATEFL and former Hornby scholar celebrating the ELTon awarded to the Trust in 2021

Educators interested in these areas should take a look at *Psychology in practice* from Helbling Languages, shortlisted for a prize under the Teacher Resources category.

Again from Brazil, and also with a focus on socio-emotional

zeitgeist. *Synchronize* seems in many ways an enlightened, state-of-the-art course. It uses collaborative learning in a project-based course, engaging students with evidence-based approaches currently popular in mainstream education, while also offering

Muddled by all this new-fangled methodology? To find out what approaches are proved to work there's another resource book, *An Introduction to Evidence-Based Teaching*, by some of the *Gazette's* favourite evidence-based gurus, Carol Lethaby, Russell Mayne and Patricia Harries.

“There is the brilliantly named book, *Breaking Through the Screen: Practical tips for Engaging Learners in the Online and Blended Classroom*”

competence, we find a whole online language school, CNA Lab, under Innovation in Learner Resources. And for teachers still struggling with online classes, there is the brilliantly named resource book from National Geographic Learning, *Breaking Through the Screen: Practical Tips for Engaging Learners in the Online and Blended Classroom*.

Waving the flag for British publishing in the Course Innovation category, OUP's *Synchronize*, aimed at Spanish secondary school pupils, also taps into the social psychology

teachers activities for the CEFR's newish fifth skill, mediation.

Any new methodological innovation will need a new teachers' resource book and Delta's second shortlisted entry, *Ideas in Action: Activities in Mediation*, neatly fits the bill. Meanwhile, those in Brazil struggling with that other revolutionary concept, English as a lingua, should check under Local Innovation for *Classroom Practices: English as a lingua franca*, another entry from StandFor/FTD Educação.

Artistic license

Unicef's *Transferable Skills* makes a strong showing for artistic expression and there are some serious contenders among the shortlisted resources that fill this hole in the market.

In the Innovation in Learner Resources section we have a brilliant, gritty whodunnit, *Father and Son*, from BBC Learning English (the first episode is amazing), which also provides interviews and features on drama roles.

In the same category is the second shortlisted entry from our favourite Austrian publisher, Helbling's *Shakespeare Series*, which includes 'From Reading to Performing' sections and step-by-step instructions on preparing learners for performance.

For those looking for a more academic approach, *Lift*, the second entry from National

Geographic Learning, explores world literature and non-fiction.

But it's under the category of Local Innovation that artistic expression really comes to the fore. From the UK, *Picture This!*, from Learning Unlimited with Fotosynthesis, is a programme where adult ESOL learners mix participatory photography with English language lessons.

From Greece we have *Famous Talking Portraits Museum*, from Mary Doulgeri, where sixth-grade students made portraits that actually speak. And from Malaysia we find *Dau Dau*, a project from Keningau Vocational College with International House (IH) World and, with their second successful entry, Macmillan Education. The programme, which won the Simon Greenall Prize the year, encourages learners – including those with special needs – to explore their artistic interests and support them in exhibiting their work or performing in local festivals.

Shakespeare reappears

Meanwhile, back with the Bard comes *Project W – Veterans, Volunteers and William*, is a project

created by Igor Kasian with The Ivano-Frankivsk National Drama Theatre and the British Embassy in Kyiv. A drama and theatre project, this aimed to support veterans of the traumatic 2014 war with Russia through staging productions of *Twelfth Night*. The project has been suspended following the recent Russian invasion. “Be that thou know'st thou art,” as Shakespeare wrote, “and then thou art as great as that thou fear'st.”

In recent years the ELTons have featured a number of winners which promoted social justice and environmental awareness. Indeed, a separate commendation for both these areas now features at the awards ceremony and once again this year EFL is going green.

Still going green

The two ‘green’ entries this year are both shortlisted for Excellence in Learner Resources. The UK's *Speakout for Sustainability* (Pearson English with BBC Studios) was a five-month international project designed to involve both teachers and learners of English.

Italy has produced *Helping Mother Nature Compost Faster:*

Using Chemistry to Transform Trash Into Treasure, authored by YL Teresa Ting and Lucia Stillo from the University of Calabria, with Giuseppina Barci from a local state school, Istituto Comprensivo Zumbini. This is a project-based CLIL course which uses the results of an astonishing local composting project which reduced composting times from weeks or even months to just eight hours to encourage students to think like scientists.

State schools are not the only ones championing innovation. We've already seen an online school in Brazil on the shortlist and IH World, mother house of UK teacher training, collaborating on a project.

Private language schools are gaining ground this year. In the Digital Innovation category, Swiss-based giant EF Education First, one of the pioneers of online English lessons, is shortlisted for *EF Hyperclass*, which gives online teachers their own virtual production studio designed to focus and guide students' attention.

Another of the long-established school groups, International



House, reappears in the digital universe with IH schools in Croatia, Romania and Bulgaria teaming up with Croatian further-education specialists Dante and Spanish-based Molehill Holdings to launch *Virtual Reality for Language Learners (VR4LL)*, which allows students to explore exciting virtual worlds, including a desert island, an ice world and an ancient Roman city.

It seems, then, that this year's ELTons herald a new phase in EFL. Not only one which harnesses digital media in a new and exciting way, but which adapts methodology to encompass everything from social psychology and artistic expression to adopting techniques such as collaborative learning and project-based curricula from the best of mainstream education.




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Upskilling in ELT

Ready for the next step in your teaching career?
Gerald Nikolai Smith explores what's out there

Moving up in the ELT world is more confusing than ever. Instead of having the simple step of certificate to diploma, now teachers have many options. This is both a gift and a curse. Teachers no longer need to shell out £3,000 to slog through an eight-week diploma course. Training sites have begun offering micro-credentials in continuing professional development (CPD) that could only take a weekend. Upskilling courses provide an opportunity to show potential employers and students how knowledgeable and serious you are about specialising.

Providers

There are different types of providers for ELT upskilling. The most established institutions include International House (IH) London, Trinity (often through other organisations) and TESOL. Some like NILE in the UK and Bridge Education Group in the US count the online Training accreditor Aqueduct among their other accreditations.

There are also unaccredited online course providers. None of these is necessarily better than the others, but some are more expensive and may be more or less prestigious.

Before deciding on a course, read through the description carefully! One site's IELTS training course we came across said the four sections were "speaking, reading, writing and pronunciation". Another site's customer support said their business course was accredited by IATEFL, which of course does not accredit any courses.

Special programmes

There are a few special programmes for CPD. Trinity's CertPT offers teachers the opportunity to choose modules/courses often at a reduced rate and then gives them a certificate upon completion of a set number of hours. This could be good for someone who doesn't want to get a full diploma, but wants more than one specialist course.

Another programme worth highlighting is Bridge Education Group's IDelt Online, which offers a way to apply course credits to an MA in TESOL from various US universities.

At NILE you can sign up for a modular MA offered in partnership with the University of Chichester and pay module by module. If you withdraw you can get credits or a university validated Postgraduate Certificate.

Specialisation courses

You don't need to get a diploma or a Master's to be taken seriously in ELT, especially online ELT. Instead, why not find an area you're interested in, such as business English, English for Academic Purposes (EAP), or test prep for TOEFL or IELTS? Let's dive into what's out there.

Business English One of the more popular specialisations, business English is valuable especially for those wanting to work at a private language school or to strike out as a teacherpreneur.

IH London's certificate of International Business English Training is by far the most expensive, but also rather prestigious. They provide an IBET certificate upon completion.

Trinity's course is similar, though much longer and there's a little more leeway for other options, such as part-time versus full-time study.

There are courses which work as an introduction to business English as well as a way of showing that a teacher is serious about their specialisation. Bridge has a reasonably priced accredited course with self-paced individual learning. ITA offers a quick cohort course, but it's unaccredited.

Test prep With so many students wanting to study in English, tests proving English level are more important than ever. Maybe more interesting for teachers is that IELTS, TOEFL and Cambridge exam prep is quite lucrative.

Where you teach will determine which is the best for you, but for much of the world, IELTS is the standard. That being said, there is no such thing as an IELTS teaching certificate.



PHOTO SAM LION/PEXELS

However, there are plenty of courses which can help you get started.

If you're looking to become an assessor, it may be worth going for NILE's Assessment, Evaluation and Testing course. The two-month course goes in depth on what is effective testing and how to practise this in classes. It also costs less if you are taking a Trinity CertPT.

Teachers who want a short introduction to certain tests, like TOEFL or IELTS, might do well to take Bridge's £40 micro-credential courses. Similarly, International TEFL Training Institute (ITTI) offers a bundle course for TOEFL and IELTS for £86.

IH World offers a self-paced IELTS course for £350. The course follows four modules (one for reading, writing, listening and speaking). If you just want to brush up on how to teach one section, you can join any module for £95.

EAP Working for universities and colleges is one of the better career paths for an EL teacher. While many pre-sessional teaching positions advertise DELTA or MA TESOL grads preferred, teachers without diplomas get hired all the time too. Upskilling can give a teacher the edge needed when applying.

Surprisingly, there are few EAP-focused courses. Oxford TEFL offers a one-to-one self-study EAP course for £307. It covers topics such as Learners & Contexts and Developing Learner Independence. The course takes up to six weeks to complete depending on how

Business English	Price	Duration	Format	Online or in person	Accreditation
IH World	£470	3-4 months	Cohort	Online	Yes
IH London	£1,345 + £139	2 weeks	Cohort	Both offered	Yes
Bridge Education	£158	Self-paced	Individual	Online	Yes
International TEFL Academy (ITA)	£270	2 weeks	Cohort	Online	No
Trinity (through Work in English)	£835	5-10 weeks	Both offered	Both offered	Directly by OFQUAL
London College of Teachers	£110	Self-paced	Individual	Online	Not this course
ITTI	£86	Self-paced	Individual	Online	Not this course

Test prep	Name	Price	Duration	Format	Online or in person	Accreditation
NILE	Testing, Evaluation and Assessment	£495	2 months	Cohort	Online	Yes
Bridge Education	IELTS/TOEFL micro-credential	£40	Self-paced	Individual	Online	Yes
ITTI	IELTS/TOEFL Teaching	£86	2 weeks	Individual	Online	Indirectly OFQUAL
IH World	IELTS	£350	Self-paced	Individual	Online	Yes

much time you devote to studying. NILE's EAP course, at £495, runs once a year from April to June. It's cohort based and focuses on how EAP is different from general English and how to respond to different students' needs.

Curriculum writing Curriculum writing is a creative way to escape the classroom and work

on designing classes. With online databases like OneStopEnglish allowing teachers to share their resources, getting into material writing has never been easier. Still, it helps to get a leg up through a course.

IH London's course is both theoretical and practical. Cohorts workshop their material,

evaluating and giving feedback on each others' work. It runs once a year, with the next course starting June 2023.

Bridge offers two distinct courses on material writing: one micro-credential (Materials Development for the EFL Classroom, £40) and one specialisation course (Designing Custom Courses, £120). The first is about making creative and interesting lessons; the latter is geared toward designing a course for students who want to use English for specific purposes.

There are more areas to explore – teaching pronunciation or teaching young learners – but the ones here are a good start.

EAP	Price	Duration	Format	Online or In person	Accreditation
NILE	£495	3 months	Cohort	Online	Yes
OxfordTEFL	£307	3-6 weeks	Individual	Online	Not this course

Curriculum writing	Price	Duration	Format	Online or in person	Accreditation
IH London	£472	3 weeks	cohort	online	Yes
Bridge Education	£40-£120	Up to 3 months	self-paced	online	Yes



Gerald Nikolai Smith is an ESL teacher and multimedia journalist. A native Texan, he currently lives on a houseboat in Glasgow.

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Much research provides, and some anecdotes suggest, that the key stakeholders – ie, employers and students in the English language teaching (ELT) industry – prefer to both hire and be taught by native English-speaker teachers (NESTs). The same is true of the parents and government who foot the bill. This perception of the native English speaker as the optimal educator of the English language has existed for many decades. As a result, fully qualified and highly competent non-native English speaker teachers (NNESTs) are continuously under-valued compared to their native English-speaker counterparts, based solely on what their first language is.

However, as we step into life after a global pandemic which has changed the way we teach and learn forever, is there a (welcomed) shift in our thinking? Have the events that have taken place in the past couple of years, that is, the Covid-19 pandemic and Brexit, provided us with a lens that allows us to accept that NNESTs are needed and also greatly appreciated?

These questions arise from a pilot study completed as part of my PhD, which aims to investigate the teacher identities of native and non-native English language teachers, and how they are perceived by EFL students and employers in private language schools in Ireland and Spain. This small, but essential study, has raised a number of interesting points in relation to the so-called ‘ideal’ native speaker.

The study

A sample of 14 Spanish/Basque English as a foreign language (EFL) students, two of whom were proficient (C2) level and 12 of whom were advanced (C1) level, studying in a private language school in the Basque region of Spain, were invited to participate in the pilot study.

Nine males and five females, with an average age of 16, and who had a first language of either Spanish or Basque, took part in the study in which they completed a questionnaire. This student profile was chosen as these students, at age and language level, have been taught by many different teachers throughout their language-learning journey. Thus, they were thought to be the cohort of students who could give the most information about their varying experiences of language learning.

Both quantitative (closed questions) and qualitative data (open questions) were included in the questionnaire in order to explore students’ perceptions of native and non-native EFL teachers. The questionnaire consisted of 20 questions and areas under scrutiny included students’ opinions of what they felt makes a great teacher and students’ preference between NESTs and NNESTs on their strategies for teaching grammar, vocabulary, pronunciation and the culture of English-speaking countries.



“EFL students want native-English-speaker teachers!”

Is this fact or fallacy? Caitlin Nolan devised a study to find out

Findings and analysis of results

Analysis of the responses given by participants to the survey questions showed that all participants perceived learning English to be either important or very important. When asked why they are studying English, reasons included travel, career, study, communication and English’s status as an international language. It was clear from the initial stages of the questionnaire that all participants were serious about learning English, and were very conscious of their opinions and attitudes about their previous teachers and learning experiences.

Participants were asked to describe what being a good teacher meant to them. Their conclusions were that teaching method, having a love for teaching and having a good personality were key characteristics of being

a good teacher. Within the aforementioned themes, traits such as being patient, helpful, having a sense of humour, creating enjoyable classes, having a good connection with the students, and having different and alternative teaching strategies were identified as important characteristics of what makes a great teacher. Strikingly, only one respondent deemed being a native speaker of English as a criterion for what makes a stand-out teacher. Subsequently, participants were asked what type of teacher they preferred for developing different skillsets.

Previous literature has demonstrated that having a native accent is often seen as an advantage of NESTs. This was reflected in the pilot study, where 70% of the participants chose NESTs as their preferred option for teaching them pronunciation. One participant also highlighted the need to always speak



PHOTO SHUTTERSTOCK

English as beneficial for their pronunciation and speaking practice: "I prefer having a NEST teacher...because I just have to try speaking English every time."

However, some participants also commented that having a non-native English accent is more valuable, as students can understand them better and that they won't develop a disingenuous English accent as a result.

The definition of NNESTs was called into question during the study, as participants determined it to only include Spanish/Basque speakers. Therefore, this raises the question as to whether students discern non-native speakers as teachers of their own nationality rather than non-native speakers of English from around the world. While this finding may seem minor, I think it may point to a further

point of contention when describing what is and what is not a non-native speaker. This has been echoed repeatedly in previous literature. Many studies are found to be lacking an appropriate definition for a non-native speaker of English, as definitions are widely varying. As a direct result of this, the question must be asked: should EFL students be asked whether they prefer to be taught by a NNEST or a NNEST who shares the students' first language? I believe the preferences of students would be widely altered if the question was rephrased.

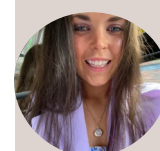
The female participants in this study displayed a preference for NESTs when it comes to the teaching of vocabulary, as they deem them to hold superior knowledge in terms of the range of words. The males, however, were not concerned with the native/non-native speaker status of the teacher. Instead, they were predominantly concerned with the teaching method being used, their levels of preparation and how professional they are. This division between the genders in terms of their preferences for NESTs and NNESTs was a continuous theme throughout the pilot study, and not just for the teaching of vocabulary. In general, the females showed a much greater preference for NESTs over their male counterparts, a finding that I have not discovered in preceding literature. At the very least, the gendered nature of this response certainly merits more in-depth exploration as this study is scaled up. In addition, it shows that for some students, the native or non-native English speaker status is secondary to the qualifications, preparedness and training of the teacher.

Moreover, many of the female responses included a justification as to why they preferred to be taught by NESTs. A recurring argument used by the participants included a preference based on the premise that they have "real" teaching qualifications or that "they studied how to teach". The rationalisations provided by these participants point to a bigger issue than just a personal preference of NESTs over NNESTs. Rather, they showcase a genuine misconception of the qualifications, abilities and competencies of NNESTs. In essence, a number of the reasons provided in this pilot

study for a desire to be taught by NESTs over NNESTs appear to be decided as a result of misinformation.

The global spread of the English language has resulted in an unprecedented rise in the number of people studying English across the world. Current estimates project that the number of people speaking English worldwide is in excess of 1.5 billion. As a result of this remarkable growth in the number of people studying the language, employers have been required to increase the number of teachers they employ. This gap has been largely filled by NNESTs. As a teacher who has taught in both English-speaking countries and non-English speaking countries, I have observed what I can only describe as blatant discrimination against NNESTs. It may be true that the aforementioned gap is filled by non-native teachers, however, I would argue that this is out of necessity rather than a desire to do so. When asked why they are reluctant to hire NNESTs or be taught by NNESTs, employers and students often give reasons that align with the findings in my pilot study. Findings which are not based on substantive evidence.

Job advertisements for English teachers globally explicitly state that they only want an applicant to apply if there are from one of the countries that they have listed, ie, countries such as the UK, USA, Canada and so on. Teachers from these countries, who have English as their first language, are perceived as simply superior. Reasons for this may vary, but if this small pilot study is anything to go by, "it's what the students want" is not a sufficient enough answer anymore.



Caitlin Nolan is a year three PhD candidate in Applied Linguistics at Mary Immaculate College, Limerick. Caitlin is a qualified EFL teacher and her

research centres on the area of teacher identity. The research conducted in this publication was funded by the Irish Research Council under award number [GOIPG/2022/1406].


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A photograph of several male sprinters in various colored singlets (white, blue, red, black) running on a red athletic track. The track has white lane markings and large white numbers (11, 12, 13, 14, 15, 16, 17, 18) on the right side. The runners are in motion, with some blurred to convey speed. The background is a solid red color.

UK Centres of Excellence

The language centre rankings 2022-23

The Covid fall-out on Centres of Excellence

Melanie Butler on who has survived, thrived and dived in the past two years

There have been a number of major changes to our Centre of Excellence rankings this year, most of which are the result of the chaos and confusion caused by Covid. Now, in a year where most schools in the UK have been able to open and operate, it is possible to begin to see the damage that the pandemic has done.

Since March 2020, 25 Centres of Excellence have disappeared from the British Council accreditation list. However, just nine have closed down and three have merged, the rest are still trading. Together these centres, which are listed in the box opposite, represent 17.5% of all Centres of Excellence listed before the pandemic. Overall, the UK accreditation scheme has now lost 104 centres, or 21% of its members.

In addition, 17 centres are listed on the British Council website as currently closed and re-opening in 2023, of which five are Centres of Excellence. A month ago the number was six, but one, International Community School, has since withdrawn from British Council Accreditation (see box opposite). As a result, we have temporarily removed the names of the other Centres of Excellence which are listed as currently closed from the main ranking. Apologies to Cambridge Academy of English (year round), Christian English Language Centre, Manor Courses and Nottingham College EFL department. We look forward to welcoming you back next year.

New entrants

Unsurprisingly, a relatively small number of inspections have been completed in the last three years. Normally we would expect to be near 100 a year, but since March 2020 they have totalled around 90, excluding spot checks. As a result there are very few new entrants in the rankings this year: congratulations to Stafford House Canterbury and London, and to the University of Birmingham.

A total of 16 centres underwent their first inspection between March 2020 and September 2022. A couple of others were inspected, but have since left the scheme. There are also a number with provisional accreditation still awaiting full inspection. Predictably, none of the newly accredited centres scored enough areas of strength on inspection to become a Centre of Excellence. In the 10 years since the British Council transitioned to this version of the scheme we are aware of only three newly accredited centres which have made the rankings first time round.

Compliance inspection

In order to speed things up, the British Council has introduced the option of Compliance Inspections, where inspectors mark all criteria met or not met. No criteria can be marked as strong, so no areas of strength can be awarded and while Needs for Improvement can be noted on the full report, the Summary Statement from the previous inspection remains in force.

However, the *EL Gazette* rankings note every area with a Need for Improvement for every centre. How can we ignore a Need for Improvement noted on a Compliance Report? One school, for example, had its statement withdrawn following a Compliance Inspection because of a serious problem with Safeguarding. The problems in that centre were subsequently rectified.

We decided that we will no longer rely entirely on the document of Summary Statements, but rather on the full or Compliance Report. Needs for Improvement noted in a Compliance Report are deducted from the total areas of strength on our records. NB. Only one Centre of Excellence has received any Needs for Improvement on a Compliance Report.

The one school to lose its place in the rankings on a Compliance Inspection has also seen a change of ownership. This is unsurprising:

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typically, a private language school will lose three or four areas of strength following its acquisition.

Since March 2020, 18 centres have undergone full re-inspections. Twelve have seen their score rise, typically by a point or two, and just six have seen their score fall. Half the centres with falling scores had recently changed owners, but none of those with rising ones had done so. Faced with this evidence, we are not including the scores of any centres which have changed owners in the last three years unless they received a spot inspection from the British Council.



Nab Cottage, which was a Centre of Excellence in the UK's Lake District and has now closed

PHOTO WIKIMEDIA

Scores **improve** during Covid

Making sense of the numbers

The mean average score for the number of areas of strength awarded to language centres since March 2020 has risen to 5.5 net once all Needs for Improvement have been deducted. Since so few inspections have taken place (see opposite page), this is likely because 60% of all the centres which have closed or left accreditation scored less than the previous mean average score of 4.5 net areas of strength.

Currently, the median average score is five, with 40% of centres receiving above six areas of strength. The mode, or most common score, remains at net two.

The standard variation is 4.1, which means that the normal range of scores lies between nine areas of strength and one. Centres that score between 9.2 and 12 are one standard deviation above the mean, so they are significantly better than the norm. Those scoring 13 and above are two standard deviations from the mean and thus outstanding. Just over 3% of accredited centres score 13 areas of strength and above.

However, just over 5% of accredited centres have a net negative score, meaning they have between more Needs for Improvements than areas of strength. Evidence shows that the number of centres with negative scores has increased in recent years.

Of 116 centres inspected in 2018, just two – or 1.7% – had a net negative score. However, in 2019, net negative scores rose to 10% of



PHOTO WILLFRIED WENDE FROM PIXABAY

all centres inspected. This has dropped a little during Covid: of the 93 centres inspected since January 2020, seven, or around 7.5%, have been awarded net negative scores.

Centres of Excellence lost since March 2020

- | | |
|--|---|
| 1. BSC Edinburgh PLS | 13. London School of English Canterbury PLS |
| 2. BSC Brighton* PLS | 14. Moreton Hall* BS |
| 3. CES Harrogate (merged) PLS | 15. MLS International |
| 4. Dudley College* FE | 16. Nab Cottage PLS |
| 5. EC Oxford PLS | 17. Northumbria University* Uni |
| 6. Eurocentres Brighton (merged) PLS | 18. Regent Summer School* SS |
| 7. Eurocentres Cambridge PLS | 19. South Thames College* FE |
| 8. Eurocentres London (merged) | 20. University College London* Uni |
| 9. Globe English* PLS | 21. University of Brighton* Uni |
| 10. IH Aberdeen PLS | 22. University of Leeds* Uni |
| 11. International Community School* IS | 23. University of the Arts London* |
| 12. Liverpool School of English Year Round PLS | 24. Victoria school of English PLS |
| | 25. Windermere ISS* BS |

Key

BS = Boarding school, FE = Further education college, PLS = Private language school, SS = Summer school, Uni = University. *Still trading.



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How Covid tweaked the rankings

Did the pandemic do much to how well language schools perform? Melanie Butler takes a look

The rankings this year are based on all the British Council reports as of 15 September 2022. They do not look very different from last year.

This is because, despite Covid, only one centre has closed down, Eurocentres Cambridge (Eurocentres in Bournemouth and Brighton have come under new ownership and are awaiting re-inspection under their new name). However, two universities, Brighton and Leeds, and one FE college, South Thames, have left the scheme. In addition, as we explain on page 18, four Centres of Excellence are not re-opening until next year.

The way we calculate the rankings has changed slightly: this year we are relying on the full reports published by the British Council when calculating the scores, as well as the last summary statement. This is because many centres have opted to undergo Compliance Inspections. These are noted on the rankings with an asterisk (*) by the centre's name. Compliance Inspections do not award strengths and they do not include Summary Statements, but they do note new Needs for Improvement.

To calculate the points for each centre we take the following steps:

- 1 Take the total areas of strength awarded on the last full report published.
- 2 Deduct the number of Needs for Improvement on the full report.



PHOTO BY MARTIN POLO FROM PIXABAY

- 3 Deduct any further Needs for Improvement noted on a Compliance Inspection.
- 4 Add four to the result (to account for the full range of scores accepted for accreditation which include 0 to -3).
- 5 Divide the sum by the number of areas inspected, typically 15 or 16.
- 6 Report the score as a number out of 10 (see column immediately before the school name).

So, in short, a centre's score can go down after a Compliance Inspection, but it cannot go up. However, it is rare for a Centre of Excellence to have any Needs for Improvement noted. This year only two out of 106 ranking centres had any.

As of 15 September 2022, only one ranking centre had received any Needs for Improvement on a Compliance Inspection but, unfortunately, it has led to that centre falling out of the rankings.

The secret to being a Centre of Excellence has always been the same: first, avoid any Needs for Improvement.



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Percentile	Score	Institution	Type	Strategic and quality management	Staff management	Student administration	Publicity	Premises and facilities	Learning resources	Academic staff profile	Academic management	Course design	Learner management	Teaching	Care of students	Accommodation	Leisure opportunities	safeguarding under 18s
PERFECT SCORES	10.00	ELC Bristol	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	10.00	English Language Centre, Brighton, The	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	10.00	London School of English (The)	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	10.00	LSI Portsmouth	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	10.00	Summer Boarding Courses, Shipley	PLS:Y SS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	10.00	Wimbledon School of English	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOP 3%	9.47	Bell International Cambridge	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.47	Bell Young Learners- Multi Centre	PLS:Y SS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.47	Broadstairs English Centre	PLS:Y+A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.47	Brooke House College	PLS:Y BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.47	Discovery Summer, London	PLS:Y SS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.47	English in Chester	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.47	International House London	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	9.44	University of Manchester	Uni	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
TOP 5%	8.95	Bishopstrow College*	PLS:Y BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.95	East Sussex College	FE	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.95	English Centre Eastbourne, The	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.95	ISCA School of English*	PLS:Y SS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.95	Millfield English Language Holiday Courses	PLS:Y BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.95	St Edmund's College, Ware	PLS:Y BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.89	Edge Hill University	Uni	1	1	1	1	1	1	1	1	1	1	1	1	1	1	NA
	8.89	Marcus Evans Linguarama, London	Biz	1	1	1	1	1	1	1	1	1	1	1	1	1	1	NA
	8.89	University of Sheffield	Uni	1	1	1	1	1	1	1	1	1	1	1	1	1	1	NA
TOP 8%	8.42	BEET Language Centre	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.42	EC Bristol	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.42	EF International Oxford	PLS:A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	8.42	Heathfield Summer School	PLS:Y BS	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY

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UK RANKINGS 2022-2023

Percentile	Score	Institution	Type	Strategic and quality management	Staff management	Student administration	Publicity	Premises and facilities	Learning resources	Academic staff profile	Academic management	Course design	Learner management	Teaching	Care of students	Accommodation	Leisure opportunities	safeguarding under 18s
TOP 8% (Contd)	8.42	International House Bristol	PLS:A	1	1			1	1	1	1	1		1	1	1	1	1
	8.42	International House, Newcastle	PLS:A	1	1	1		1	1	1	1	1	1	1			1	
	8.42	International House Torquay (formerly Torquay International School)	PLS:A	1	1		1	1	1		1	1		1	1	1	1	1
	8.42	Kaplan International Manchester	PLS:A	1	1	1		1	1		1		1	1	1	1	1	
	8.42	Kaplan International Torquay	PLS:A	1	1	1		1	1		1	1	1	1		1	1	1
	8.42	King's Foundation, King's College London, (English Language Centre, University of London)	Uni	1				1	1	1	1	1	1	1	1	1	1	
	8.42	Loxdale English Centre	PLS:Y+A		1	1	1	1	1	1	1	1	1	1	1		1	
	8.42	NILE Norwich	TT	1	1	1		1	1	1	1	1	1	1		1	1	
	8.42	St. Giles International, Brighton	PLS:A	1	1	1		1	1	1	1		1	1	1	1	1	
	8.42	St. Giles International, London	PLS:A	1	1			1	1	1	1	1	1	1	1	1	1	
	8.42	St. Giles International, Highgate	PLS:Y+A	1	1			1	1		1	1	1	1	1	1	1	1
	8.33	University of Leicester	Uni	1	1	1		1	1		1	1		1	1	1	1	
TOP 12%	7.89	BOSS	PLS:Y BS	1	1	1		1	1		1	1	1		1	1	1	
	7.89	Concord College, Shrewsbury	PLS:Y BS		1	1		1	1		1		1		1	1	1	1
	7.89	EC Brighton	PLS:A	1	1	1		1	1		1	1	1		1	1	1	
	7.89	EC Cambridge	PLS:A	1	1	1		1	1		1	1	1		1	1	1	
	7.89	EC Manchester	PLS:A	1	1	1		1	1		1		1	1	1		1	
	7.89	EF International Brighton	PLS:A	1	1	1		1	1		1	1	1		1		1	1
	7.89	Exsportise (Including British Summer School), Multicentre (Head office- West Sussex)	PLS:Y SS	1	1	1		1			1	1		1	1	1	1	1
	7.89	Harrow School Short Courses	PLS:Y BS	1	1	1	1	1	1			1			1	1	1	1
	7.89	Kaplan International Bath	PLS:A	1	1	1			1		1	1	1		1	1	1	1
	7.89	Kaplan International Liverpool	PLS:A	1	1	1		1	1		1	1	1	1	1		1	
	7.89	Kings London	PLS:A	1	1	1		1	1		1	1	1		1		1	1
	7.89	Kings Oxford	PLS:A	1	1	1				1	1	1	1	1	1		1	1
	7.89	Perth College	FE	1	1	1		1	1	1	1	1	1	1	1			
	7.89	Stafford House College, Canterbury NEW	PLS:Y+A	1	1	1		1	1		1	1	1	1			1	
	7.89	Stafford House College, London NEW	PLS:A	1	1	1		1			1	1	1	1	1	1	1	
	7.89	University of Salford	Uni	1				1	1	1	1	1	1	1	1	1	1	
	7.78	University of Dundee	Uni		1	1		1	1	1	1	1	1		1		1	NA
TOP 19%	7.37	Aberystwyth University	Uni	1	1	1			1			1	1	1	1	1	1	
	7.37	Accent International Language Consultancy	PLS:A	1	1	1		1		1	1	1	1	1	1			
	7.37	Bede's Summer School, Hailsham	PLS:Y BS	1		1		1			1	1	1		1	1	1	1
	7.37	Belfast Metropolitan College	FE	1		1	1	1	1	1	1		1	1	1			
	7.37	Brunel University, London	Uni	1		1		1	1	1		1	1	1	1		1	
	7.37	Cambridge Academy of English	PLS:A	1	1			1	1		1	1	1	1	1		1	
	7.37	Chichester College	FE	1	1			1	1	1	1				1	1	1	1
	7.37	EC London	PLS:A	1		1		1	1		1	1	1	1	1		1	



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UK RANKINGS 2022-2023

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TOP 19% (contd)	7.37	ECS	PLS:Y SS	1		1		1	1		1		1	1	1	1		1
	7.37	EF International Bournemouth	PLS:A	1	1	1			1		1	1	1		1		1	1
	7.37	EF International Eastbourne	PLS:A	1	1	1		1	1		1	1	1		1		1	
	7.37	EF International Manchester	PLS:A	1	1	1		1	1		1	1	1		1		1	
	7.37	Guildford College (Activate Language)		1		1			1		1	1	1	1	1	1	1	1
	7.37	Hilderstone College	FE	1		1			1	1		1	1	1	1	1	1	
	7.37	INTO Queen's University Belfast	pathway	1	1	1		1	1			1	1	1	1			1
	7.37	Kaplan International Bournemouth	PLS:A	1	1	1		1	1		1	1	1		1		1	
	7.37	Kaplan International Cambridge	PLS:A	1	1	1		1	1		1	1	1	1			1	
	7.37	Kaplan International Oxford	PLS:A	1	1	1		1	1		1	1	1		1		1	
	7.37	Kings Brighton	PLS:A	1	1	1		1				1	1		1	1	1	1
	7.37	Kings Summer Camps	PLS:Y BS	1		1	1	1	1			1			1	1	1	1
	7.37	New College Durham	FE	1		1		1	1			1	1	1	1	1	1	
	7.37	Sherborne International	PLS:Y BS	1		1		1	1			1	1		1	1	1	1
	7.37	Sidmouth International School	PLS:Y+A	1	1		1	1			1	1			1	1	1	1
	7.37	St. Clare's, Oxford	PLS:Y BS	1	1	1	-1	1	1		1	1	1		1		1	1
	7.37	Stonyhurst Language School & Tennis Academy	PLS:Y BS	1	1	1	1	1			1				1	1	1	1
	7.37	Studio Academy	PLS:A	1	1				1	1	1		1		1	1	1	1
	7.37	University of Birmingham NEW	Uni	1	1			1	1	1	1	1	1	1	1			
	7.37	University of Nottingham	Uni	1				1	1	1	1	1	1	1	1		1	
	7.37	Wimbledon School of English Jnr Summer	PLS:Y SS	1	1	1		1			1	1			1	1	1	1
TOP 20%	7.22	De Montfort University	Uni	1		1		1	1			1		1	1	1	1	NA
	7.22	ECS Scotland	PLS:A	1	1		1	1	1					1	1	1	1	NA
	7.22	Manchester Metropolitan University	Uni	1	1			1	1	1	1	1	1	1				NA
	7.22	Nottingham Trent University*	Uni	1				1	1			1	1	1	1	1	1	NA
	7.22	Sheffield Hallam University	Uni	1	1		-1	1	1	1		1		1	1	1	1	NA
	7.22	Teesside University	Uni		1	1		1	1			1	1		1	1	1	NA
	7.22	University of Chichester	Uni	1			-1	1	1	1	1	1	1	1	1		1	NA

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Percentile	Score	Institution	Type	Strategic and quality management	Staff management	Student administration	Publicity	Premises and facilities	Learning resources	Academic staff profile	Academic management	Course design	Learner management	Teaching	Care of students	Accommodation	Leisure opportunities	safeguarding under 18s
TOP 25%	6.84	Bucksmore Education	PLS:Y SS	1	1	1	1		1		1	1	1				1	
	6.84	Cardiff and Vale College*	FE	1	1				1	1		1	1	1	1		1	
	6.84	Churchill House School of English	PLS:Y+A	1		1			1	1	1	1	1			1	1	
	6.84	Churchill House Summer Centres	PLS:Y SS	1	1	1		1			1				1	1	1	1
	6.84	EF International Cambridge	PLS:A	1	1	1			1		1	1	1		1		1	
	6.84	EF International London	PLS:A	1	1	1			1		1	1	1		1		1	
	6.84	English Experience	PLS:Y		1	1			1		1	1	1	1			1	1
	6.84	International House London Young Learner	PLS:Y	1	1	1		1	1			1			1		1	1
	6.84	International Student Club*	PLS:Y SS	1	1	1		1					1		1	1	1	1
	6.84	Itchen Sixth Form College	FE	1	1	1		1				1	1		1	1	1	
	6.84	NCG Liverpool NEW	PLS:A	1	1	1		1			1		1	1	1		1	
	6.84	NCG Manchester NEW	PLS:A	1	1	1		1					1	1	1		1	1
	6.84	Sheffield College	FE		1			1	1			1	1	1	1	1		1
	6.84	UKLC	PLS:Y	1	1			1	1			1			1	1	1	1

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It can pay to go mainstream

These educational institutions often attract the best teachers, says Melanie Butler

It's fashionable in British EFL to view language schools as part of the hospitality industry and to prize student satisfaction over learning outcomes. However, the inspectors don't appear to agree. The data shows that, when it comes to reliable quality, the sectors involved in mainstream education outperform the EFL specialists.

Why?

The category Teaching and Learning covers only five areas out of a possible 15. As long as schools meet the basic standards for these areas, they should be able to pile up enough areas of strength in the other categories, like Management or Premises and Resources, to become a Centre of Excellence.

As long as a school scores satisfactory in the area of Teaching and Learning, it's perfectly possible to perform well. Our best-performing large chain, EF, scores no strengths for Classroom Observation or Academic Staff Profile in any of its eight schools. But all eight meet the satisfactory standard in both and they all score strengths in Academic Management and Course Design, which both promote the learning the inspectors want to see.

Mainstream educational institutions do well across Teaching and Learning. In state sector further education (FE), for example, half of all colleges are awarded an area of strength in Teaching and 20% score one

FE Centres of Excellence

1. East Sussex (13)
2. Perth, Guildford (11)
3. Belfast, Chichester, Hilderstone, New College Durham, Nottingham (10)
4. Cardiff and Vale, Itchen Sheffield (9)

Key The numbers given in brackets refer to net areas of strength awarded at inspection. All further education colleges admit over-16s and are inspected on all 15 areas.



PHOTO SHUTTERSTOCK

for Academic Staff Profile. Worth keeping in mind is that mainstream education attracts more qualified and experienced teachers because it pays more.

High-performing centres do satisfactorily in all areas. No school in the Kaplan chain has been given a single Need for Improvement. They are also rarely given to mainstream education. No FE colleges has more Needs for Improvement than areas of strength, but 23 EFL-only operations do.

On average, mainstream providers perform better than EFL specialists. The mean average score of FE colleges, the least prestigious of the mainstream sectors, is 6.5 in areas of strength. For EFL specialists it's 5. FE's most common score is 7, for EFL this drops to 2.

Some EFL specialists are brilliant. The very top of our rankings is dominated by well-established language schools and summer school organisations, but private language schools also dominate the circa 10% of centres that score zero or lower on inspection.

If you're choosing an accredited course at random and don't know anything about it, go for a boarding school, a university or an FE college.

Uni numbers drop but scores stay high

Melanie Butler explains the numbers

Twenty-nine British universities are currently accredited by the British Council, down nine since the beginning of Covid, a drop of 23%. Since September 2019 they are down 11. Altogether, 27.5% of its higher education centres have been lost to the scheme in the last four years.

None of these universities have closed down and, as far as we can see, their language centres are still open. All 11 have opted to leave. Some have their courses accredited by the British Association of Lecturers in English for Academic Purposes (Baleap), a more specialist scheme which now has 25 accredited members, four of which are also opted in to the British Council.

This loss of so many universities is a shame. They vie with the boarding schools (see opposite page) as the top performing sector in the UK industry. Unsurprisingly, universities top the table when it comes to Teaching, with 67% of university language centres awarded an Area of Strength in this category, twice as high as the percentage in the industry as a whole.

Although no universities have yet achieved a perfect score on inspection, only three of them score below the industry mean average of five net areas of strength. Their standard deviation, at 3.3, is lower than that of the industry as a whole, showing they have less variation in quality. The most common score for a university, the mode, is 10 and their median score is 9, which is also the cut-off score for our Centres of Excellence. As a result, more than half of all accredited university language centres appear in our rankings (see box for full list).

Their mean average, however, has dropped a little to 8, bringing them in just below the boarding schools. However, EFL in mainstream education, in this case higher education, remains the most reliably excellent option.



PHOTO WIKIMEDIA

De Montfort University, Leicester

University Centres of Excellence

1. Manchester, Edge Hill, Sheffield (12)
2. .Leicester, Salford, KCL (11)
3. Chichester, Dundee, De Montfort, Aberystwyth, Birmingham, Brunel (10)
4. Manchester Metropolitan, Nottingham Trent, Sheffield Hallam. Teeside, Nottingham (9)

Key The numbers given in brackets refer to net Areas of Strength awarded at inspection. Names given in *italics* show universities which admit under 18s and are inspected on the full 15 areas. Universities which do not admit under 18s are inspected on 14 areas and appear a little higher on our ranking than those with the same score who do admit them.

Can you beat the **boarding** schools?

These year-round stalwarts know what they're doing, says Melanie Butler

British boarding schools are famed across the world for their excellence in education, so it should, perhaps, be no surprise that those which are accredited by the British Council outperform all other sectors based on the inspectors' report. This year they have just nosed ahead of their greatest competitors, the UK universities.

Some language school chains also operate boarding schools. Where the same teachers were working across both operations at inspection, we include them in the boarding school category.

Like every other sector, boarding schools have seen their numbers fall during the pandemic. Five schools have left, though only one, King's College St Michael's, has closed. One new school, Ratcliffe College, has recently joined the scheme, bringing the total number up to 24 and the percentage of schools lost from the scheme to 14%, the lowest rate for any sector we have analysed.

Boarding schools have a mode score of 11 net areas of strength, one point higher than the universities, as is their median score of 10. Both sectors have a standard deviation of just 3.3, showing the quality is very consistent.

Where boarding schools absolutely dominate as a sector is in safeguarding, where an astonishing 75% score an Area of Strength, nearly three times as many as in the industry as a whole.

The boarding schools can be beaten – the 10 well-established independent private language schools which make up The English Network have a higher mean average score: 12 areas of strength and a perfect 15 as their most common result – but there are half

as many operations in the language school group and their standard deviation score of 3.7 suggests they are a little less consistent,

Nearly 60% of accredited boarding schools are Centres of Excellence and, while only one has ever made it into our rankings on first inspection, they tend to hit the industry average score on the first attempt and then head upwards. Perhaps this should be no surprise in a sector which deals with under-16s all year round and where they are governed by the fearsome Boarding School Standards, said to include the strictest child protection rules in the world.

Boarding school Centres of Excellence

1. Bishopstrow, Millfield, St Edmund's (13)
2. Heathfield (12)
3. Buckswood, Concord College, Harrow Short Courses, King's London, King's Oxford (11)
4. Bede's, Kings' Brighton, Sherborne, St Clare's, Stonyhurst (10)

Key The numbers given in brackets refer to net areas of strength awarded at inspection. All schools enrol under-18s and are all inspected in 15 areas.

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A look at the state of the UK's chain schools, by Melanie Butler

There are three main differences between the outcomes on this year's rankings for language school chains and the ones that we ran last year.

The first difference is the disappearance of two names, Eurocentres, now part of the Bayswater College (BC) Group and TEG, now part of the new ILC chain.

The second is the reappearance of British Study Centres (BSC).

The third is the appearance of a completely new symbol on our chart of chains: a question mark denoting a centre we cannot place in the rankings because either there is no report at all yet or the report on the Council website refers to a different operation and/or to the previous owner. Historically, the biggest impact on the inspection outcomes of an individual school is a change of ownership. Acquisition typically leads to a drop of three or four areas of strength on the next inspection report, even when it's taken over by a higher performing chain. The *Gazette* cannot in good faith include the report of any recently acquired operation which has not undergone at least a spot check following its acquisition.

We have also had to leave out any centres which are marked by the British Council as not currently operating, but due to re-open next year, not least because one such centre has already withdrawn from the scheme. We are sure most of them will come back.

Please note, all centres under the same ownership are listed under the name of the main chain, even when they use a different brand name. So, for example, Regent and Basil Paterson both appear under OISE in our rankings.

Once again, as every year, we have marked in red the junior operations. You will see at a quick glance these are typically the weakest link in the chain results.

Junior courses are often outliers even in the most consistently good group of schools. Our industry benchmark, for example, is not a commercial chain, but an association of long-established, independent private language schools, The English Network, known as TEN. If you look at its results, shown at the bottom of our table, you will see that all but one of their member centres, including two junior operations, are Centres of Excellence. The third junior operation, however, is an outlier.

The ability to run some of the world's best language schools for over-16s does not automatically mean you will be equally good with younger learners.

Name	?	-	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
BC	??	*			*		*											
Bell											*						**	
BSC	?	**	*															
CES							*	*	**	*								
EC					*								*	***	*			
EF									*		*		**	*	*			
ELC																*	*	*
ILC	??				**		*											
Kap	?										**	*	**	**	*			
Kings									*				**	**	*			
LSI					*	*	*											
MH		*					**		*									
OISE			*	*			*	**	**	*								
Ox Int					*		**	*										
SG							**			*					**	*		
SH							*		*				**					
TEN	?				*							*		**	*	**	**	**

Key

Asterisks (*) in red denote young learner operations. Asterisks (*) in black denote single centres accepting either adults only or adults and young learners.

??/? = centre/young learner operation awaiting re-inspection following new ownership or readmission to accreditation scheme.

W = Withdrawn, accreditation under review, awaiting re-inspection.

BC = Bayswater College, BSC = British Study Centres, CES = Centre for English Studies, ELC = The English Language Centre Brighton, ILC = formerly TEG, Kap = Kaplan, LG = Language Gallery, LSI = Language Studies International (NB, does NOT include LSI Portsmouth), MH = Malvern House, Ox Int = Oxford International, SG = St Giles, SH = Stafford House, TEN = The English Network Association.

Do **points** mean prizes?

Who does best in chain-school rankings?
Melanie Butler finds out

Who takes the prizes among the chains? Generally, the answer is top prizes go to schools with the highest number of areas of strength awarded on inspection. It's not so simple when it comes to chains though – two other elements are critical for success: consistency and price point.

Consistency is measured by the distance between the lowest performing school and the highest one. In a smaller chain, with five schools or fewer, these should be clustered within a single standard deviation, which here is a 4.5 point range. Those with six schools or more can be allowed a little leeway.

On consistency, our top ranking small chain is ELC, a not-for-profit trust whose three schools score 13, 14 and 15 points respectively. And our top ranking larger chain is EF, whose eight schools are ranged neatly at between seven and 12 points, but neither of these chains run accredited junior programmes, typically the weakest link in any chain.

All the five year-round schools run by EC, for example, score between 10 and 12, making them all Centres of Excellence and making EC the best performing top end international chain for students aged 16 and over. However, its junior summer operations, run under the Embassy brand, comes in below the mean average score on inspection.

When it comes to junior operations in year-round chains, two stand out: Bell among the small chains and Kings among the bigger ones. Although both have one lower scoring outlier, in neither case does



PHOTO JOSEPH REDFIELD NINO FROM PIXABAY

this involve juniors. Both have expertise with under-16s: Bell has been teaching them for over 50 years, while Kings famously runs boarding schools. When it comes to teaching under-16s, stick with the high-scoring specialists.

What about price? High-ranking courses usually come with top-end prices. Our budget pick for excellent value is CES, which has all its schools neatly bunched together around the national mean average score of 5.5, with the majority scoring higher. Yet it's website prices come in, depending on destination, at around £13-£15 per 60 minutes of teaching on a four-week course. Other well-known, but lower-scoring outfits have list prices as high as £17-£19 for the same style course in similar locations.

Finally comes this year's fastest riser: Stafford House. All its year-round schools improved their scores in their last inspection, with London and Canterbury making it into our Centre of Excellence list, as did Brighton, now awaiting a spot check as a new part of Bayswater Colleges. Improving your inspection score in the middle of a pandemic – that's a result!

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LINGUIST ON THE LOOSE: ADVENTURES AND MISADVENTURES IN FIELDWORK

Lyle Campbell
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In his foreword to this thought-provoking title, anthropologist Wade Davis, a close friend of the author's, lists a few facts.

Over 3,500 of the world's approximately 7,000 languages currently spoken are kept alive by just a fifth of 1% of the global population, while 50% of the languages are not being taught to children. As these languages disappear on a regular basis, so too, of course, do instalments of what Davis terms, "the totality of humankind's collective experience". "To lose a language," he continues, "is like dropping a bomb on the Louvre." I shall leave you to sit back and reflect on that comment for a moment.

And if, dear reader, you feel climate change, for example, is something to get out on the street to shout about, then bear in mind that it is increasingly likely that in some parts of the world there may one day be no one with the words to do this. Yet, as Davis points out, more money is spent on searching for the endangered spotted white owl than keeping endangered languages alive. Thank goodness, then, for heroes such as Lyle Campbell and his work in the past 50 years on documenting this dismal global linguistic plight.

“Of the 400 independent language families known in the world, 23% are gone forever”

Throughout this title, Campbell comes across as an extremely humble and almost reluctant writer, one who perhaps finally realised he had an interesting tale to tell. And what a tale it is. His work is based on the simple (if we can use such a word to describe his ordeals) tracking down and interviewing of a single native speaker, preferably in their native context and definitely not an air-conditioned hotel suite. As if Campbell had not bothered to read his friend's foreword, he further shocks us early on by pointing out perhaps an even more alarming fact that, of the 400 independent language families known in the world, 23% are gone forever; and more rapidly so in just the last 60 years. But this book is not all doom and gloom.

As most of his research has been carried out in South America, Campbell proves most entertaining in his first few chapters when he outlines his early forays into the Amazon jungle on bush planes that sound like they might fall apart at any moment,

editorial@elgazette.com



PHOTO SHUTTERSTOCK

On losing languages

The world's diversity of languages is rapidly shrinking but, as Wayne Trotman reports, one writer has done his best to catalogue those that remain

landing on runways that barely exist. His experiences with being accused of being a shamanic witch and likely people-eater led him rapidly to believe it was helpful to remain in good favour with those helping him generate data.

Although personally I had no such extreme encounters with my own research groups, my supervisor said more or less the same thing: like Campbell, a chocolate bar often seemed to do the trick. It's of interest to note, however, that just like the mendacious research interviewee one tends to come across from time to time, Campbell was almost hoodwinked by some who – in it for the money – claimed they spoke a previously unknown dialect, but in fact did not.

One actual discovery made by Campbell I found remarkable. In Misión La Paz, Peru, most conversations are multilingual. Each participant in a conversation typically speaks his or her own language, regardless of the

language spoken by those addressed, and the other participants in the conversation each speak their own particular language in return. People communicate regularly with speakers of different languages, but commonly not in the same language as the one addressed to them. This is known as dual-lingualism and imagine the chaos arising in the ELT classroom should it ever arrive.

Linguist on the Loose is one of the most fascinating titles I've ever had the pleasure to review.



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

Escape to New Zealand

Kim Renner and the board of English New Zealand explain how their schools can help English language teachers enjoy the holiday of a lifetime

New Zealand's border is open and the English language sector is gearing up to meet the pent-up demand for New Zealand as a study travel destination.

Student numbers will grow significantly over the next 6 to 24 months, so there are immediate and longer-term opportunities for adventurous working holiday makers who hold suitable qualifications and/or experience in ELT.

English New Zealand, the peak body representing the English language sector, has [17 member schools](#). These centres, both private and university-based, are located throughout beautiful New Zealand in eight different destinations.

All are rated Category 1 (or equivalent for the state sector), which is the highest level of accreditation a school can achieve under the New Zealand Qualifications Authority system. In addition, all of our member schools must meet the globally benchmarked [English New Zealand Standards](#).

“Earn money while taking up a great opportunity to explore New Zealand”

The longevity of our member schools makes them an excellent choice to further your teaching career, allowing you to earn some money while taking up a great opportunity to explore New Zealand.

New Zealand's [working holiday visa](#) scheme is designed to allow 18 to 30/35 year olds to work while holidaying in New Zealand for 12 – 23 months, depending on the country of origin. Gaining teaching experience overseas through schemes such as this has been an integral part of the ELT industry and is a great way to enhance your CV.

Darren Conway, Languages International Managing Director and current Chair of English New Zealand, started his language teaching career in Cairo in 1989: “I was on a Working Holiday Visa in London, did an RSA/Cambridge Prep Cert TEFL at IH Piccadilly,

and walked into their recruitment office and asked where I could work at an IH school in the Northern Hemisphere with a NZ passport. The two choices were Budapest and Cairo. It was before the Berlin Wall came down, so Cairo seemed a sunnier and more practical choice”.

Auckland, where Languages International is located, attracts around two-thirds of the New Zealand market. Students and staff alike choose Auckland for the small

What qualifications and experience are needed?

Temporary teachers need a minimum of an initial TESOL qualification or 500 hours' English language teaching experience. CELTA or equivalent is preferred.

What level of English is needed for a teaching position?

At least CEFR C1 level.

How many hours of work per week?

There is some flexibility depending on whether teachers want part-time or full-time work. Full-time teaching contact/class hours are usually 20+ per week.

How much can English language teachers on WHVs expect to earn?

Hourly rates vary based on qualifications and experience: approximately NZD 30 – 40 per hour for new teachers, and NZD 32 – 49 for more experienced teachers (before tax). Non-teaching tasks are usually paid at a lower rate. Rates in larger urban centres are slightly higher, reflecting the higher cost of living there.

What is the cost of living?

It varies from region to region. Let us know the region you're interested in and we'll provide some more detailed information.

What benefits do teachers get?

Working in a welcoming, supportive environment plus professional development and activities programme opportunities.



big city feel (the population's around 1.6 million), cultural diversity (40% of Aucklanders were born overseas and it is the world's largest Polynesian city), the mild year-round climate and the ease of access to its harbour playground – Auckland is ‘The City of Sails’.

[Nine member schools](#) are in [Auckland](#), and it's estimated they'll be looking for at least 100 teachers over the next 6 - 12 months. It's an ideal base from which to travel around the top of the North Island, visiting some of New Zealand's iconic destinations such as Ninety Mile Beach and the Bay of Islands. Wherever you decide to base yourself in New Zealand, visiting [Waitangi](#) is a must-do to learn about New Zealand's cultural heritage and history. You can familiarise yourself with [Māori culture and language](#) and also learn about protocols, especially if you visit a Marae (meeting ground).

Add Auckland to your list of places to teach but don't ignore other regions that will also be looking for teachers! The remaining English New Zealand schools are located in Mount Maunganui, Rotorua, Hamilton, Christchurch, Dunedin, Queenstown and Invercargill. These major tourism destinations have a great range of cultural and adventure activities to offer students and teachers.

[Mount Maunganui](#), with its white sand beaches, is home to Mount Maunganui Language Centre, a family-owned school with 30 years' experience. Students at this school balance their exam preparation programmes with surfing lessons at the beach, just a short walk away. Nearby Rotorua English Language Academy, with small, personalised



PHOTO ROTORUA ENGLISH LANGUAGE ACADEMY

classes provides activities programmes for students each week on Friday afternoons and weekends. [Rotorua](#) is known for its extreme sports and activities, Māori culture, spas/hot pools, and lakes. Rotorua is central to so many tourist hotspots – Taupō, Tongariro National Park, Hawke's Bay, Auckland and the Coromandel – making it easy to plan weekend getaways. All schools promote activities to students as part of their New Zealand study travel experience, so there are opportunities for teachers to have free or subsidised access to activities if accompanying the students.

For the full New Zealand experience you should visit and consider working in both the North and South Islands. Schools in Christchurch, Dunedin, Queenstown and Invercargill provide a range of different courses for English language students like their North Island counterparts: General English for adults is the core programme,

but many offer Cambridge, IELTS and other exam courses, as well as English for Academic Purposes.



English New Zealand schools are known for having a diverse nationality mix and you can easily identify a member school by their display of the logo:

Pre-Covid, approximately 20,000 students from over 50 different countries studied at member schools. Japan is traditionally the number one market, and in 2019 it was followed by Brazil, China, South Korea, France, Thailand, Colombia, Saudi Arabia Switzerland and Chile. Students visit for varying lengths of time depending on whether they're participating in a shorter study travel experience or a longer academically- focused course, but the average length of stay is usually about 10 weeks.

The South Island's biggest city, [Christchurch](#), has undergone a significant transformation over the last decade. A mix of new and old, this "English" city intersected by the Avon River is within easy travelling distance of beaches and mountains.

A four-and-a-half-hour road trip (you can stop at a range of towns on the way) or a one-hour flight and you're in [Dunedin](#), a city steeped in heritage, and home to New Zealand's oldest university and vibrant campus life. The Otago Peninsula is home to the Royal Albatross Centre, the world's only mainland-breeding albatross colony. A range of eco-tours and experiences in and around Dunedin will enable you to see a range of rare species such as the yellow-eyed penguin.

[Queenstown](#), home to three member schools, is often called the adventure capital of New Zealand. Made famous for bungy jumping by AJ Hackett, if you're not brave enough to do the thrill-seeking activities on offer in Queenstown, there's a lot more to experience! There are great walking and cycling trails and a range of

Working holiday visas

This visa is primarily a holiday visa and you will need to show you have enough money to survive without working, normally NZ\$350 a month, when you enter the country. Nationals of some countries will also require medical insurance.

NB You must acquire the visa before you can be given the firm offer of a job. You also cannot apply for a permanent work visa while you are in the country on a working holiday.

As of October 2022 nationals of the following countries under the age of 30 can apply for a Working Holiday Visa

Americas Argentina, Brazil, Chile Canada Mexico Uruguay USA

Europe: Belgium Croatia Czechia Denmark Estonia Finland France Germany Hungary Ireland Italy Latvia Luxembourg Malta Netherlands Norway Poland Portugal Slovenia Sweden UK.

East Asia: China (Mainland), Hong Kong, Korea, Japan, Taiwan

South East Asia, Malaysia, Singapore, Thailand, Uruguay, Vietnam

NB More visas will be available for nationals from other countries will be available in November and December. Please check <https://www.immigration.govt.nz/> for dates and details. Numbers of working holiday visas for each country are subject to caps details of the numbers available can be found on the same site.

wineries to visit, and of course world-class ski resorts. Check out New Zealand's many [national parks](#) if you want to experience the great outdoors.

If you do ski or snowboard, there are a lot of [ski resorts on the South Island](#). Coronet Peak and the Remarkables are two popular options close to Queenstown and Dunedin, and Mount Hutt and Porters are within easy travelling distance of Christchurch.

[New Zealand's official travel website](#) provides some great information about regions within New Zealand and activities available.

[Key facts about New Zealand](#) will tell you more about the destination and why should you choose New Zealand for your overseas teaching experience.

Aside from the financial benefits of language teaching, it remains a rich pathway to culture, adventure and travel, and it's bright young graduates keen for some travel that New Zealand would love to attract.

If you're interested in teaching in New Zealand, send your CV and a cover letter detailing when you'll be in New Zealand and your preferred location to admin@englishnewzealand.co.nz.

English New Zealand member schools:

ABC College of English
Auckland English Academy
Auckland Institute of Studies
Bridge International College
CCEL Christchurch
EF International Language Campus,
Auckland
Language Schools New Zealand
Languages International

LSI - Language Studies International
Mt Maunganui Language Centre
NZLC – New Zealand Language Centres
Rotorua English Language Academy
Seaford School of English
Southern Lakes English College
University of Otago Language Centre
University of Waikato College Te Kura Huanui
Worldwide School of English