



UNIVERSITY OF  
LEICESTER

le.ac.uk

# Teacher Language Development

Daniel Jones [dj50@le.ac.uk](mailto:dj50@le.ac.uk)



# Centre for International Training and Education

What  
we  
do

Pre-sessional EAP

Insessional EAP

Credit Bearing Modules

Teacher Training



# Centre for International Training and Education

---

Teacher  
Training

EMI Teacher Development

---

EAP Teacher Development

---

PGC TEAP

---

Consultancy

---





# Overview

## Questions we want to answer

- How do we evidence teacher language development?
- What is an ESP approach?
- What is the role of the EMI center?





# The BEST Framework and EMI Enhancement Plan

## 4.2.1 English language proficiency

*Outline English language requirements for the recruitment of teachers and teaching assistants (TAs)*

*Please note that teachers need an absolute minimum CEFR level of B2 and preferably a C1 level to teach successfully in EMI. Teachers with a B2 level of English should be expected to reach C1 level with support provided to achieve this. Teaching Assistants will need similar CEFR levels.*



# The BEST Framework and EMI Enhancement Plan

## 4.2.3. Capacity development

*Outline the support that will be made available to enhance the EMI capacity of teachers.*

*This might include initial training in the pedagogical skills needed to teach an academic subject in EMI to an international university class; English language support to reach a C1 level; an organised mentoring system for new EMI teachers.*



# How do we evidence teacher language level?

**IELTS™**

Official Test Centre

International  
Standardised Test



Local English  
language test



Experience of using  
English in a relevant  
context





# How do we evidence teacher language development?

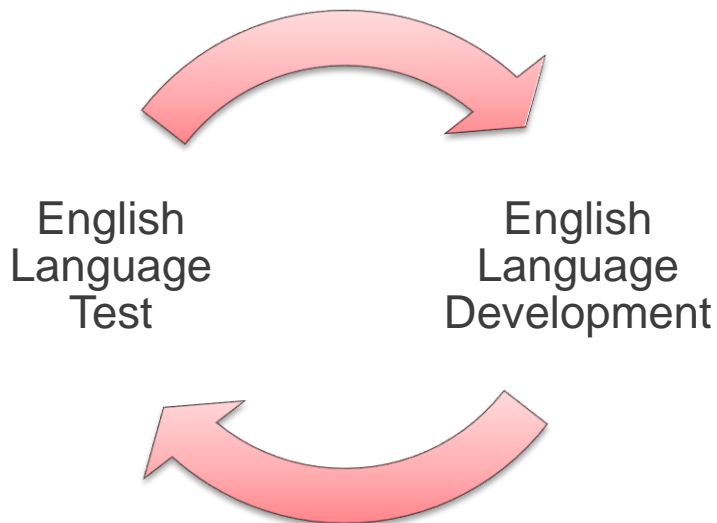
	Advantages	Disadvantages
<b>International Standardised Test</b>	<ul style="list-style-type: none"><li>•Standardised</li><li>•Accessible</li><li>•Snapshot</li><li>•Track progress</li></ul>	<ul style="list-style-type: none"><li>•Cost</li><li>•Require test taker training</li><li>•Reports on general academic proficiency</li></ul>
<b>Local English language assessment</b>	<ul style="list-style-type: none"><li>•Accessible</li><li>•Possibly lower cost</li></ul>	<ul style="list-style-type: none"><li>•You need to evaluate the reliability and validity</li></ul>
<b>Experience of EMI</b>	<ul style="list-style-type: none"><li>•Evidence of target language usage</li></ul>	<ul style="list-style-type: none"><li>•Not a standardised measure</li><li>•Can't be used to track progress</li></ul>







# What drives English language development?





## Two problems with general proficiency tests

---

Language learning, like  
life, is rarely that simple

---

It's a **GENERAL**  
proficiency test





# It's not that simple



Common European Framework of Reference (CEFR)



<https://www.ielts.org/about-ielts/ielts-in-cefr-scale>





## IELTS score scale

Band score	Skill level	Description
9	Expert user	The test taker has fully operational command of the language. Their use of English is appropriate, accurate and fluent, and shows complete understanding.
8	Very good user	The test taker has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate usage. They may misunderstand some things in unfamiliar situations. They handle complex and detailed argumentation well.
7	Good user	The test taker has operational command of the language, though with occasional inaccuracies, inappropriate usage and misunderstandings in some situations. They generally handle complex language well and understand detailed reasoning.
6	Competent user	The test taker has an effective command of the language despite some inaccuracies, inappropriate usage and misunderstandings. They can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	The test taker has a partial command of the language and copes with overall meaning in most situations, although they are likely to make many mistakes. They should be able to handle basic communication in their own field.
4	Elementary user	The test taker's basic competence is limited to familiar situations. They frequently show problems in understanding and



# It's a GENERAL proficiency test

## Test format – Academic Writing (60 minutes)

Topics are of general interest to, and suitable for, test takers entering undergraduate and postgraduate studies or seeking professional registration. There are two tasks:

- **Task 1** - you will be presented with a graph, table, chart or diagram and asked to describe, summarise or explain the information in your own words. You may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event.
- **Task 2** - you will be asked to write an essay in response to a point of view, argument or problem. Responses to both tasks must be in a formal style.



# It's a **GENERAL** proficiency test

## Writing

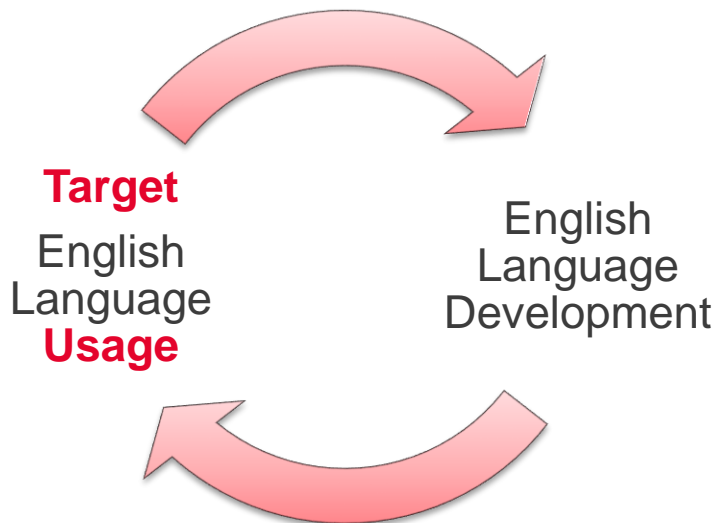
Examiners use assessment criteria to award a band score for each of the four criteria:

- Task Achievement (for Task 1), Task Response (for Task 2)
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

The criteria are weighted equally and the score on the task is the average.

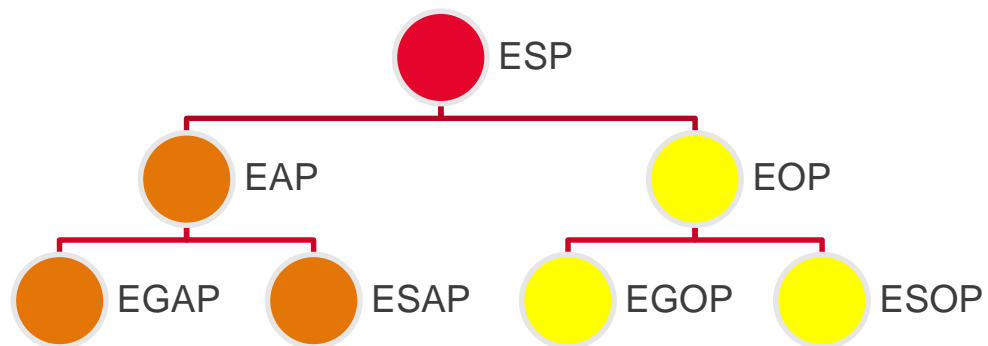


# What drives English language development?





# The ESP Family Tree



- English for Specific Purposes
- English for Academic Purposes
- English for General Academic Purposes
- English for Occupational Purposes
- English for General Occupational Purposes
- English for Specific Occupational Purposes



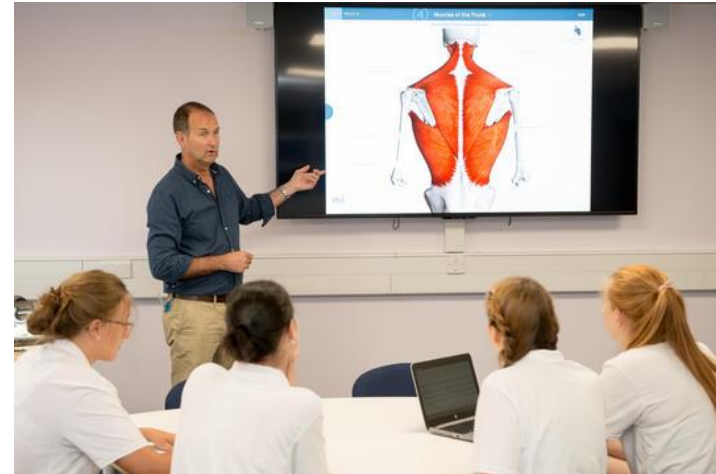


# The ESP Approach



# Situation Analysis

- To understand what language teachers need, you need to identify what teachers do.
- If you are running an EMI programme now, you will analyse the **CURRENT** situation
- If you are planning to implement an EMI programme, you are predicting a **FUTURE** situation



# Situation Analysis: *Marking Essays*

## Task

Reading student work

Read and apply marking criteria

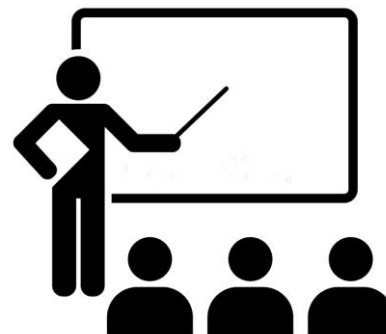
Giving written feedback

Giving students oral feedback in a tutorial



# Situation Analysis: *Delivering a lecture*

Task



# Discussion Task

## Delivering a lecture

What are the tasks for a teacher before, during, and after a lecture?

1

- Think and make notes on your own



2

- Talk to a partner or in a group of 3



3

- Share your ideas in the Chat



# Situation Analysis: *Delivering a lecture*

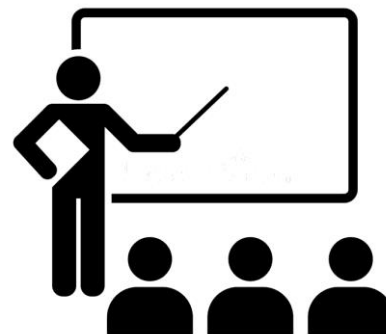
## Task

Prepare lecture slides

Explain main ideas

Answer questions in lecture

Answer discussion questions on the VLE







# Needs Analysis

- Questionnaires
- Observation
- Focus groups and interviews
- Tests



## Syllabus design: *Delivering a lecture*

Task	Language Teaching Points
Prepare lecture slides	Parallelism
Explain main ideas	Concept checking questions; reiteration; synonyms; sentence stress
Answer questions in lecture	Elicitation; nomination; clarification
Answer discussion questions on the VLE	Language for praise and constructive criticism



# Syllabus design: *Delivering a lecture*

## Models of good practice

- Authentic
- Relevant

## Study Language and Skills

- Grammar
- Vocabulary
- Pronunciation
- Skills

## Practice the task

- Controlled
- Free
- With feedback



# The Role of the EMI Center

- To design, develop and deliver ESP support for teachers
- To make decisions over how language and pedagogic development will be integrated
- To ensure that the support is responsive and relevant to teachers' needs
  - Regular feedback from teachers
  - Feeding into the observation programme



# Key takeaway 1

- KPIs stating % of teachers to be C1 are important for tracking development
- BUT these measures lack nuance
- Don't mistake the metric for the aim. Your goal is to have teachers who are confident and able to teach in English



## Key takeaway 2

- Teachers will benefit from an ESP support program which
  - Focuses on the actual needs of teachers
  - Provide models of good practice
  - Give opportunities to practice



## Key takeaway 3

- Developing an ESP programme for teachers will
  - Connect your ELT department, EMI centre, and academic departments
  - Support other activities such as observations

