

# English Language

UK Education & Training Capability

Withdrawn 20 May 2019

**EDUCATION  
IS**

**GREAT**

BRITAIN & NORTHERN IRELAND

[www.gov.uk/ukti-education](http://www.gov.uk/ukti-education)



Withdrawn 20 May 2019



# Contents

An introduction to UKTI Education	02
Introduction: English creates opportunities for countries and individuals	03
Integrating English across the whole of education	04
UK case studies	05
Quality teacher training promotes quality learning	06
UK case studies	07
Innovative and flexible learning resources	08
UK case studies	09
Designing and delivering reliable assessment	10
UK case studies	11
Further information	12



# An introduction to UKTI Education

*The UK education system is among the best in the world, recognised internationally for its excellence in education and training.*



**Dominic Jermy**  
Chief Executive,  
UK Trade & Investment

With world-class organisations at the forefront of a wide range of education-related areas, the UK is also a global leader in helping other countries to develop excellence in their own education systems.

With this in mind, the Department for Business, Innovation & Skills and UK Trade & Investment established UKTI Education to work with overseas governments, states and businesses that want to engage UK partners in large-scale education projects. UKTI Education's purpose is to ensure potential overseas partners can easily access UK expertise for their education priorities.

UKTI Education is strategically placed within Government to bring together UK organisations to deliver effective, comprehensive solutions in areas including:

- Education and training provision
- Educational technology and resources
- Qualifications, assessment and quality assurance
- Teaching and leadership
- Supporting educational delivery
- Financing education projects

The UK's approach is to adapt its education offer to meet each partner's needs and cater for all requirements from vocational and technical training, continuing professional development and leadership training to higher education, English language training and schools.

This prospectus provides a brief introduction to the areas of educational and training expertise that the UK can offer to support English language training overseas with examples of projects undertaken by UK organisations.

We look forward to working with you.

**Dominic Jermy**  
Chief Executive,  
UK Trade & Investment

**Martin Donnelly**  
Permanent Secretary,  
Department for Business,  
Innovation & Skills



**Martin Donnelly**  
Permanent Secretary,  
Department for Business,  
Innovation & Skills





# English creates opportunities for countries and individuals

*Emerging and developed economies now recognise the role that the English language plays in creating the jobs, economic opportunity and wealth that are critical to stability and growth.*

The President of Germany has called for English to become the 'common language' of the European Union and there is evidence to show that a country's proficiency in English is directly related to the value of that country's exports per capita and also to the strength of its global connectedness.

The British Council estimates that there are 1.5 billion users of English

(of varying proficiency) worldwide and this number is increasing rapidly. In contrast, there are only 10.1 million teachers of English worldwide. Many countries urgently need more, more proficient English teachers, more innovative resources and more reliable assessment in order for them and their citizens to achieve their full potential. With the combined skills and experience of organisations such as Cambridge

English, Oxford University Press, Pearson, The Open University, the British Broadcasting Corporation (BBC), CfBT Education Trust, International House, Bell and the British Council, plus many of the world's leading colleges and universities to draw upon, the UK is uniquely well placed to provide support to countries wishing to improve their national performance in English.



# Integrating English across the whole of education

*The UK has more than seventy years of experience in designing, developing and evaluating the role of English language learning within national and regional education systems.*

Over that period, English has become the world's language of business and the position of English within education systems has become central and vital worldwide. It is crucial for successful participation in the global economy.

**Key considerations when developing and implementing an English language policy across an education system include:**

- The need for both short-term and longer-term solutions to meet immediate and future needs of the organisation or country
- The development of self-sustaining capacity in country in order to minimise long-term dependence on foreign expertise
- The effective integration of English language learning within the education system as an essential twenty-first century skill rather than an academic exercise in grammar and vocabulary with no practical application



**The projects described on the following page are case studies of UK capability in the development of English language policy from Bahrain, Bangladesh, India and Japan. The case studies share the following characteristics:**

- Jointly developed with partner governments
- Sensitive to local cultural and socio-economic context
- Intelligent, appropriate use of technology
- Capable of implementation on a large scale
- Focused on learner outcomes and needs



## CASE STUDY

### Technology and innovation transform English language teaching

English is crucial to Bangladesh's increased participation in the global economy and the government has set an ambitious target to increase the English language skills of more than 10 million school students by 2017.

The English in Action programme is funded by the Department for International Development and is being delivered by The Open University in the UK and BMB Mott MacDonald. It offers professional development to support more effective English language teaching, to get students talking more, listening less and learning through communicating.

Large class sizes, power shortages and travelling between rural areas are daily challenges. English in Action created a range of complementary audio and visual resources accessed via mobile phone secure digital cards based on the Bangladesh existing national textbook. A teacher guide was also produced and teacher-partner relationships and cluster meetings introduced to provide support and increase teacher confidence in using the new methods and materials.

By 2017 English in Action will have reached 75,000 teachers and 10 million students and the programme has already extended beyond schools with nearly a quarter of the adult population now learning English through English in Action's TV, mobile, newspaper and web resource.

## CASE STUDY

### English and intercultural skills for economic growth

In order to support Japan's new growth strategy and to enable Japan to function more effectively in the globalised workplace, the Japanese Government wishes to ensure that citizens have a better understanding of cross-cultural matters and communicate more effectively in intercultural situations. A pilot 'blended' training course (combining online and face-to-face learning) to cover both intercultural and English language skills was commissioned from the University of Warwick's Centre for Applied Linguistics.

The course, known as Global TIES (Training in Intercultural Effectiveness), is delivered in English and has three modules: Understanding Culture for Work; Becoming a Global Leader; and Working in Global Teams. The online elements are supplemented by live video-enabled workshops. The course has been delivered to a variety of participants from universities and commercial organisations in Japan, as well as to delegates on a UK-inward mission from Japanese universities, and is now available for audiences worldwide.

## CASE STUDY

### Development of a National Qualifications Framework

The government of Bahrain asked the Scottish Qualifications Authority (SQA) to develop a National Qualifications Framework to promote labour reform, to contribute to the development of the Bahrain population and to assist in facilitating enhanced working opportunities for both male and female Bahrainis. The main aim was to upskill the national workforce.

SQA assisted the government in the development of a comprehensive framework, ensuring that stakeholders and education providers were fully engaged in consultation and syndication. They also helped to ensure effective governance of the implementation phase of the project, developing a handover plan and report on the proposed implementation structure.

SQA is now working with the government on the development of the supporting infrastructure for governing and implementing the Bahraini National Qualifications Framework, which will ensure that qualifications are relevant to the labour market in Bahrain and will meet society's needs. It will increase choice for Bahraini learners, providers and users and promote recognition of all qualifications.

## CASE STUDY

### English language initiatives in secondary schools

The Government of Bihar in India wanted to improve the employability of its young people through better English language teaching. Having identified the Activity Based Learning (ABL) approach as a method that would deliver effective and engaging learning, the British Council is working in collaboration with the UK's Department for International Development and the Government of Bihar to deliver a programme of ABL transition between 2011-13, drawing on British Council's experience of helping other Indian states switch to more interactive, learner-centred teaching of English.

As one of India's largest states, Bihar has a vast network of schools, and the project aims to reach more than 3,000 secondary school English teachers. In 2012-13, the first year of the project, 173 teacher trainers in 36 districts were individually selected and trained.

The Aptis assessment tool developed by British Council was used to help select candidates for the programme and provides a baseline tool for measuring improvement. A full monitoring and evaluation framework was also developed to measure the impact of learning and development. The resulting data shows significant improvement in teacher classroom practice, in particular increased English being used by teachers with their students.

# Quality teacher training promotes quality learning

*The first training courses for teachers of English as a Foreign Language (EFL) were developed in London in the early 1960s.*

During the last 50 years, teaching English has become a global profession, with a wide range of training opportunities and qualifications for English speaking teachers and non-English speaking teachers at every stage in their career.

**Key considerations when designing and delivering quality teacher training programmes include:**

- Working with teachers to conduct the thorough analysis of need that underpins all quality training
- Recognition that students have different learning needs and that teaching young children requires the development of a different set of skills to those required for teaching university students or delivering workplace language training
- Recognising that in today's rapidly changing world, training is an ongoing rather than a one-off requirement and that this means English language teachers require a comprehensive programme of continuing professional development in order to maintain their confidence and effectiveness



Image: Christopher Tribble

**The projects described on the following page are case studies of UK capability in teacher training from countries including China, Latin America, Malaysia, Pakistan, Saudi Arabia and Spain. The case studies share the following characteristics:**

- Better, more effective teaching leads to better, more effective learning by students
- Improvement in quality of learning outcomes is measurable and demonstrable
- The goal of training is to produce confident, independent, resourceful teachers
- Training courses are specially designed for specific teachers in specific teaching contexts
- Training both respects and challenges a teacher's previous learning and experience



**CASE STUDY****Improving the quality of English language teaching**

In 2011, the British Council worked with the Malaysian Government on the introduction of a new teaching approach - 'communicative teaching' - to support the Malaysian Government's introduction of a new English curriculum for primary pupils.

The aim of the approach was to improve the effectiveness of 1,200 teachers in 600 rural schools. A network of British Council mentors helped teachers explore their development needs for more effective English language teaching and helped them decide how these could be addressed. This self-directed approach ensured training was personalised to each teacher and so had greater impact. The approach developed reflective practices in teachers, who as a result are more committed to their own ongoing development.

The results have been impressive. Over two years, most teachers have moved up at least one level in English language competence (eg from B1 to B2, or B2 to C1 on the Common European Framework of Reference) and 150,000 pupils now benefit from better English language teaching. Teachers are also more confident in varying their teaching styles to engage learners and working collaboratively to meet their own learning needs.

**CASE STUDY****Developing a sustainable English language programme**

During 2012/13 The Open University developed a sustainable English language programme in Pakistan for lecturers teaching in the English language and their students. This project started with a needs analysis to assess the use of English in higher education and business. This analysis also identified existing best practice which could be further developed and shared.

Based on the analysis, interactive training modules were developed with relevant and culturally sensitive context. These were developed by experts from higher education institutions in Pakistan supported by English language specialists from The Open University.

A pilot roll-out of this training involving 12 universities across the country reached 20,000 students and provided professional development for 300 lecturers.

This project shows how sustainable English language development can be delivered on a large scale with locally relevant content. Significant capacity building within the higher education sector in Pakistan has also been delivered.

**CASE STUDY****Increasing the skills of trainee English language teachers**

Trainee English teachers from China spend one year of their university course at Guildford College in the UK. The aim is to improve their competency in English and also give them experience of UK teaching approaches, which are quite different from those in China.

Students come to Guildford for the third year of their four year course. They cover the same curriculum as in China, with the addition of English teaching methods, second language acquisition and advanced English language, and they also work in UK schools as teaching assistants.

The credits the students gain in the UK are transferred into their overall degree from their Chinese university. They take a much enhanced mastery of English and a better understanding of language teaching methodology forward into their teaching careers in China.

**CASE STUDY****Assuring the quality of English language provision**

Since 2009, UK provider Bell English has quality assured the English language provision in private universities in many countries including Brazil, Mexico, China, Saudi Arabia and Spain.

This approach involves expert assessors spending time at each teaching centre, gathering feedback from students and staff through focus groups and observing classes. The assessors also review the academic procedures, professional development initiatives, educational resources such as textbooks and digital programmes, and the physical environment (buildings, location, accessibility, etc).

The assessors give immediate feedback to senior managers followed by a written report which includes specific recommendations for development of the English Language programmes.

This quality assurance process means each centre has a comprehensive, independent review and assessment of the quality of its teaching and learning. Centres can be confident that they are being assessed against international standards and that, after the visit, they will have clear steps identified to remedy any shortcomings and to improve their offer.

# Innovative and flexible learning resources

*The first dictionary for learners of EFL was published in Oxford more than sixty years ago. Today it is used in book and digital form by more than 35 million learners worldwide.*

Print material was soon supplemented with audio-visual material and more recently a wide range of digital and online material and delivery systems have been developed. Developments in technology have also meant that material can be produced and customised for ever more specific purposes and groups of learners.

**Key considerations in the development of quality resources for English language learning include:**

- Understanding and exploiting digital and mobile technology fully and ensuring that digital learning is more than the digitisation of existing books
- Developing resources that engage learners, meet their needs and respect their cultural context
- Creating resources that can be accessed and shared flexibly through a variety of devices



**The projects described on the following page are case studies of UK capability in learning resources from China, Europe, Iraq, Kazakhstan and Taiwan. The case studies share the following characteristics:**

- They make use of a well-judged blend of digital and physical delivery
- They focus clearly on the language needs of learners
- Technology is harnessed in support of learners and teachers
- The English taught is based on real spoken and written language
- The resources used can motivate learners





## CASE STUDY

### English resources for fashion and animation

In 2013, Barnet and Southgate College in London formed a two-year partnership with the Beijing Industry and Trade Technician College in China within the 'Skills for Employability' British Council programme which promotes cultural relations. The focus of the collaboration is the development of English Language curriculum and teaching for fashion and animation in order to meet the demands of the very competitive global market in these two areas. A shared Virtual Learning Environment has been set up between the two colleges which will provide specially designed English resources for students in China and enable lessons to be shared by video. Staff exchange between the colleges will offer intensive language courses for both teachers and learners from the Chinese college. The online English language learning model developed during the two-year project will be adaptable to a range of other language development needs.

## CASE STUDY

### English training for oil and gas

International House London was asked by the North Caspian Operating Company in Kazakhstan to provide 270 hours of focused, stimulating and challenging training in English language and cross-cultural business skills for 130 staff, who needed to work in English with colleagues in the USA, UK and Italy. Using a range of techniques, including discussion and business role-play, a team of four trainers delivered practical, face-to-face classes in written and spoken business English communication skills. These classes, held in Astana, were augmented by electronic learning materials provided by International House in London, and the sharp focus of both training and materials on learner needs was very positively received.

## CASE STUDY

### English for university lecturers, nuclear inspectors and hospitality workers

The London School of English delivers a wide range of English language training including specialised bespoke courses. Courses have recently been developed for university lecturers in Germany who need to improve their ability to lecture in English, nuclear inspectors in Ukraine who need English for co-operation with international colleagues and agencies, and hospitality workers (teamen) in the Kurdistan region of Iraq who use English in their work with visiting dignitaries and diplomats. The needs of the three different groups of students clearly varied very widely; the key to success was to anchor both materials and training firmly in real life language needs.

## CASE STUDY

### Digital learning platforms for university students

Different versions of the Pearson MyLab digital learning platform are being used with students at universities in Rome (students of law, political science and economics), Strasbourg (engineering) and Taipei (English). However different their language needs, all three groups of students and their teachers face the common challenge of getting their English language skills up to the level needed to function at, or to graduate from, university in a limited time period – usually less than fifty 'contact' hours over the academic year. MyEnglishLab (used in Rome), MyLanguageLeaderLab (Strasbourg) and MyTopNotchLab (Taipei) all offer flexibility of delivery and content, enabling students to learn what, where and when they need, and enabling teachers to monitor student progress and support individual students more effectively.



# Designing and delivering reliable assessment

*Assessing starting point, progress and achievement in student and teacher English language proficiency is a fundamental requirement for education systems worldwide, with high stakes for all involved.*

Individual students seeking entry to the next stage of their education, employers seeking to recruit high-calibre staff, and policy makers seeking to evaluate the impact and success of their policies all need robust and reliable assessment. Designing, developing and delivering assessment schemes is highly specialised work. The UK has more than 100 years' experience in this field and each year UK organisations and companies enable millions of candidates worldwide to demonstrate the English language proficiency they need for education and employment.

**Key considerations in the design and delivery of high quality, appropriate English language assessment include:**

- Ensuring that the language and skills assessed are the language and skills needed for work, life or further study and not just the language and skills that are easily tested
- Understanding the powerful impact that examinations can have on what happens in the classroom, where typically what gets tested gets taught, with skills that are not tested rarely being taught
- Appreciating that the equity of the assessment process that enables progression from one level of the education system to the next, for example from secondary school to university, is especially crucial to a nation's management of its human capital



**The projects described on the following page are case studies of UK capability in assessment from Latin America, Rwanda and Sri Lanka. The case studies are characterised by:**

- A keen awareness of the importance and impact of assessment on both the overall education system and an individual student career
- Absolute integrity and security of test administration and marking
- An ability to deliver under the most difficult circumstances



## CASE STUDY

### Global partnerships

In September 2011, Kaplan and Pearson signed a memorandum of understanding to promote, deliver and prepare Kaplan students for the Pearson Test of English (PTE Academic). Kaplan International Colleges needed a reliable, flexible and quick way of assessing the English of prospective students, to speed up the admission process. Pearson also developed a customised learning solution for Kaplan students, a blend of book, online and mobile resources, that takes students from elementary to advanced level grammar.

## CASE STUDY

### Supporting governments in Latin America

Over the ten years from 2003, Cambridge English Language Assessment has worked with the national governments of Chile, Colombia and Mexico to build institutional capacity through the professional development of teachers, deliver longitudinal impact studies and develop assessment instruments to evaluate the impact and success of ambitious national English language programmes at school level. Millions of pupils benefit from this work annually, which enables the programmes to be revised and better targeted in the light of their evaluation. Local capacity to produce English language tests has been enhanced and the tests have had a major impact on classroom practice.

## CASE STUDY

### English proficiency at university

Since 2002, through a succession of projects designed in co-operation with Sri Lankan partners, the University of Reading has worked to develop and assess the English language proficiency tests used in the 13 established universities in Sri Lanka. Local capacity to design and administer the tests has also been significantly strengthened. The University of Reading has done similar work around the world, for example with the Colleges of Applied Science in Oman, with the newly established University of the Arts in London, and has collaborated with local staff to deliver tests in Malaysia, China, Turkmenistan and Kazakhstan.

## CASE STUDY

### Testing in testing conditions

Using the Aptis examination as part of the Rwanda 'English in Action' project that ran from 2009 to 2012, British Council Rwanda was able to establish a benchmark for English proficiency among the country's primary school teachers that made possible the development of a national English language strategy. Seven hundred teachers sat the computer-based examination at six venues across the country, some very remote and only accessible by four-wheel drive vehicles. For many teachers, this was their first experience of using a computer. Subsequently, training events were held for 85,000 teachers across Rwanda.



# Further information

Individual prospectuses providing an overview of the UK's education and training capability and detailed information on UK expertise across a range of sub-sectors can be found on the UKTI Education website at

[www.gov.uk/ukti-education](http://www.gov.uk/ukti-education)

For general information or to discuss your requirements, please contact UKTI Education at

[utki-education@ukti.gsi.gov.uk](mailto:utki-education@ukti.gsi.gov.uk)

Alternatively, please contact your local UKTI team.





Withdrawn 20 May 2019



UK Trade  
& Investment

Education

UKTI Education is co-owned and co-funded by the Department  
for Business, Innovation & Skills and UK Trade & Investment

[www.gov.uk/ukti-education](http://www.gov.uk/ukti-education)

Please email UKTI Education  
for further information:  
[ukti-education@ukti.gsi.gov.uk](mailto:ukti-education@ukti.gsi.gov.uk)

#### UKTI Education

UKTI Education works with overseas governments, states and businesses that want to engage UK partners in large-scale education projects. The team is a joint initiative between the Department for Business, Innovation & Skills and UK Trade & Investment. It is strategically placed within the UK government to bring together consortia of UK organisations to deliver effective, comprehensive education solutions. Our aim is to ensure potential overseas partners can easily access comprehensive UK expertise for their education priorities.

#### Disclaimer

Whereas every effort has been made to ensure that the information in this document is accurate, neither UK Trade & Investment nor its parent Departments (the Department for Business, Innovation & Skills and the Foreign & Commonwealth Office) accept liability for any errors, omissions or misleading statements, and no warranty is given or responsibility accepted as to the standing of any individual, firm, company or other organisation mentioned.

#### © Crown Copyright 2014

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit:

[www.nationalarchives.gov.uk/doc/open-government-licence/version/2/](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/2/)

or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at:

[enquiries@ukti.gsi.gov.uk](mailto:enquiries@ukti.gsi.gov.uk) or call +44 (0)20 7215 5000.

You can download this publication from [www.gov.uk/ukti](http://www.gov.uk/ukti)

#### Production

The paper in this document is made from 50 per cent recycled waste pulp with 50 per cent virgin fibre. The pulp used in this product is bleached using an Elemental Chlorine Free process. The inks are vegetable oil-based and contain resins from plants/trees.

Published August 2014

by the Department for Business, Innovation & Skills and UK Trade & Investment

URN UKTI/14/871