

## Review:

# State wide English Empowerment Programme Karnataka

### Submitted to

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Principal Secretary  
Department of School Education  
Government of Karnataka

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## 1. Background

In August 2017, a British Council delegation led by Duncan Wilson, British Council Director, Schools, English and Skills India and Leighton Ernsberger, Director Education, South Asia met Karnataka state education representatives including the then Principal Secretary, Mr Ajai Seth IAS, to discuss recent and current developments in English language for the state school system.

These discussions included an overview of the 30 day intensive English Empowerment training programme developed by the Regional Institute of English South India (RIE SI) in partnership with the state school education authorities. This programme trained selected primary and secondary teachers and DIET lecturers to conduct training of primary teachers in their respective districts. The purpose of English Empowerment is described in the preface to the training material, prepared by RIE SI faculty members and nominated resource persons:

*The module has a dual focus: it focuses on improving the English language proficiency as well as the English language teaching skills of in-service teachers working at primary schools.*

Mr Seth requested that the British Council's English specialists review this programme of training by examining the materials and training involved. It was agreed that the British Council would conduct a limited number of observations of cascade training sessions and of classroom teaching by teachers who had taken the course, in addition to reviewing the training materials and noting any opportunities for the use of technology in teachers' continuing professional development. The findings are presented in this report with suggestions on how teacher education and student learning might be further improved. The British Council's vision for teacher education and development in India and our approach to supporting and measuring the quality of learning in the classroom is outlined in appendices one and two.

## 2. Approach to the review

Two British Council staff visited four districts: Bengaluru Rural, Belgaum, Dharwad and Chamarajnagar. The data collected is summarised below.

- Ten training observations in four district training centres
- Eight classroom observations and post-observation interviews
- Four teacher self-assessment questionnaires
- Three trainer focus groups (involving 15 trainers)
- One teacher focus group (involving six teachers)
- Seven school information surveys
- Three school head questionnaires

In addition to the district visits, interviews were conducted with Mr Jayakumar, Director of the RIE SI and one of the lecturers involved, and with Mr R. Manjunath of Karnataka DSERT. We also examined the programme workbook prepared for the teacher educators and trainees, titled 'Resource Material: English Language Programme for Primary School Teachers of Karnataka' (referred to in the document as the Resource Material). We were not able to observe the training of teacher educators/ Master Resource Persons by the RIE SI as this had taken place before we were requested to examine the programme. It is also important to note that the rationale used for deciding which teachers were to be observed may have varied between districts. In addition, the small number of observations can only partially illustrate the diversity of teaching in the state. Nevertheless, it is hoped that the data presented here will enable a useful reflection on the English Empowerment programme. We include some considerations for future teacher education initiatives, both in the box below and in bold within report sections. Where relevant we also refer to national policies and guidance regarding teacher education and language education.

**Considerations:**

1. To establish a more stable, long term teacher educator cadre for state training, further consideration could be given to what staff groups will remain available as trainers throughout a programme and what modes of training (intensive or extensive) are most suitable.
2. The intended outcomes of in service teacher training sessions need to be achievable, and be made clear to teachers and referred to during the sessions so that teachers understand the rationale for what they are asked to do and have the opportunity to evaluate their progress.
3. Further courses for teachers of young learners should include material designed with their needs and preferences in mind. Training courses for teachers of standards one to eight would benefit from more input that is relevant to the classroom context and learners aged six to thirteen.
4. Teacher educators should monitor their talking time to provide more time for interaction among participants using tasks that require meaningful pair and group work.
5. In addition to defining continuing professional development, trainers could assist teachers to make their own practical action plans which they could pursue when they return to their schools.
6. Teacher educators should consider what factors should determine the decision to use English only or Kannada, so that in-depth discussion on teachers' classroom practice and how teachers can engage in useful continuing professional development is possible. This could also provide a model for the judicious use of home language or English by learners in classroom.
7. The intensive nature of such a course can provide immersion in English, although extensive training (i.e. training held at intervals across the teachers' school semester or year) may have advantages in influencing classroom practice. If training sessions are interspersed by the opportunity for teachers to try out and adapt input from the

training in the classroom they can reflect on this and discuss it during the next training session. This may help to move from theory to practice.

8. More consistent formatting of resource materials including clarification on whether they are for use by teachers or school students would assist teachers.
9. A separate guide for trainers could usefully support how they organise district training. If the training cadre is subject to change after initial teacher educator training, provision of a trainer manual is advisable.
10. Teaching could benefit from input on how to teach multi-level classes and how to cater for learners' individual and additional educational needs.

### 3. Selection of teachers for training at district level

There were significant differences in accounts of how teachers were selected for the programme at district level. Both lecturers involved in the course design and delivery at the RIE SI and DSERT staff described the selection process as being for interested teachers who had not attained a specific level in a pre-course test for English teachers. However, in some districts teacher educators and coordinators told us that only teachers who attained a mark above a minimum score were permitted to take the course. The recruitment of some early English Empowerment trainees from district courses as teacher educators on subsequent courses suggests that they did not have a great need for language proficiency or methodology improvement. District coordinators and teacher educators also mentioned the target numbers of teachers that their district should train in the current year. It is not clear from the information we were able to gather if the needs of teachers who took the course at district level were those needs that staff at the RIE SI had considered when taking decisions about course and materials design, and how to train the teacher educators.

### 4. Comments on the materials

The organisation of most content sections in the Resource Material book relate to the skills and systems by which language can be analysed. Exceptions to this in the first edition are the section titled *Teacher Development/ Trainer Skills* and the *Approaches and Methods* section. Few sections of the book address the needs of young learners in primary level although some parts of Karnataka school textbooks have been included. Some of the material seems better suited to adults' uses for formal English rather than as example activities for use with learners in basic school education (for example, debating skills, proposing a vote of thanks and making a farewell speech). This could support teachers' own use of English but is not specific to their use of English in the classroom. Some subsections open with a brief introduction to the purpose of the section the titling here varies, with 'Learning objective', 'Objective' and 'Goal' used in different subsections. In the grammar section each part starts with an ice breaker which

might be adaptable for teacher use in the classroom, depending on their students' levels. Teachers using the material could benefit from clearer signing of who the material was for: teachers for their own development or to use with students in the classroom.

Parts of the content have been created or adapted for the Resource Material while other parts have been sourced from published ELT materials. Materials sourced elsewhere are at times credited and at others not, although content is scanned or copied from published books. For example, sections on continuing professional development include material which is taken from the British Council's CPD framework with very minor changes and one addition has been made to the four stages of development for teachers), but the use of this framework is not credited. Providing a link to further information on CPD (freely available on the internet) would have been useful for the teachers and it is important to acknowledge sources of all information.

The RIE SI had responded to feedback on the first version of the Resource Material by adding a second section titled 'Listening and Speaking' in order to include more content relating to these skills. Some parts of the material relate to the state textbook, which provides occasional and useful reference to the specific context of the teachers being trained. Some teachers and teacher educators found the materials more suited to teaching of upper primary standards. This could relate to the level of challenge that the materials involve, and/or to their appropriacy regarding the interests of lower primary age students. The level of challenge in terms of both grammar/ structure content, texts for reading and exercises or activities in the Resource Material is high in parts. Some sourced material is designed for intermediate or upper intermediate students, and sections such as 'Futurity – Future Tense' require teacher educators to have ready clarifications for teachers. **Such language concepts might benefit from a key or definitions in the material which both trainers and trainees could refer to during and beyond the course, or by providing a separate participants' book and a teacher educators' book.** A teacher educator book could provide useful support for these subsequent district training phases.

## 5. District level training: teacher educator practices and available resources

### Professional practices

This analysis of the district level training and resource material refers to the British Council's Continuing Professional Development (CPD) Framework for Teacher Educators (see appendix 4). The framework describes the professional practices, enabling skills and self-awareness features that support effective training. Some of these skills and practices are referred to below and followed by our findings regarding them.



### 5.1 Knowing the subject:

*This refers to the teacher educators' knowledge of training for English teaching and of the theories, issues, research and resources relevant to the teaching context and the learners concerned.*

Teacher education training programmes can involve a number of different activities and approaches. Demonstrations, tasks for teachers to work on collaboratively, seminars, lectures, observation of teaching and 'loop input' are among those that can be selected<sup>1</sup>, with reference to the teachers' needs and those of their learners. In the training sessions that we visited, some collaborative tasks were observed. Often a style similar to that of a lecture with intermittent participant interaction was used by the teacher educators.

We observed and spoke to ten teacher educators who were leading the training for district groups in this batch. Some teacher educators had participated in training or been teacher educators on previous programmes including the Karnataka English Language Teacher Education Programme (KELTEP: a partnership between the British Council, DSERT, SSA and UNICEF) which took place between 2010 and 2014. DSERT and the RIE SI made previous participation in either a KELTEP course or an RIE SI course a requirement in the original selection of teacher educators.

Some of those trained to be trainers had developed their classroom teaching considerably, as was noted when one dedicated trainer on both this RIE course and previous British Council courses was observed teaching a primary class in Bengaluru Rural district. Numbers of those leading this training course in the districts had not taken the course at the RIE SI but were selected from an earlier batch of teachers who were trained in the district. One trainer who we had observed had not previously participated in any course to train teacher educators or resource persons. **Where possible, selecting trainers who have some background in training to train, as well as demonstrating aptitude for the role could provide better teacher development.**

The Resource Material does not have content specifically addressing the skills and knowledge that teacher educators require or the different approaches and activities that training can consist of, but some examples of how teachers or teacher educators can develop and reflect on their skills (Section 7.6) are provided. The Resource Material also contains some ideas for classroom research (p370 – 372), an annexure of 'Useful Books' and a textbook analysis tool which can assist teachers or teacher educators to examine what a page or unit requires from the teacher and offers as potential language learning. In this respect some guidance which can sensitise teachers and teacher educators to the context of learners and materials is provided. **A section on teaching younger learners and links to relevant websites or pages would be a useful addition to the bibliography as many teachers taking the programme are probably not within reach of libraries where the literature cited may be found.**

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<sup>1</sup> Parrot, M. (1993) *Tasks for Language Teachers*. Cambridge: Cambridge University Press

## 5.2 Understanding the teaching context:

*This involves teacher educators' understanding of relevant policies and of the factors that influence a teacher's working context including: learner age, proficiency level, learner backgrounds (including linguistic), needs, expectations, objectives and motivation.*

The resource persons appointed for the programme included teachers of both primary and secondary levels and DIET lecturers. Among this cadre, primary teachers would be the most informed regarding knowledge of primary learners' background, level and needs and what motivates them to learn in the classroom, while secondary teachers and DIET lecturers would benefit from orientation to the characteristics of younger learners and how teachers can cater for these. **Primary specialists could play an important role if allowed to steer the approaches and activities used in training (such as those in section 3.1) to those more suited to students of standards one to eight.** Input regarding learner styles and strategies for learning is provided in the Resource Material, but this is not tailored to younger learners' needs. **Specific strategies which respond to the physical and mental development of primary learners, their energy levels and attention spans would support teacher development, as would inclusion of philosophies of teaching from teachers of primary learners.**

Some DIET lecturers serving as teacher educators on this course were not specialists in English language teaching and those previously serving as exam officials or heads of high or secondary schools have probably had less recent classroom teaching experience prior to their DIET role. However, as DIET staff do not have the class teaching duties of teachers, requiring substitution by another teacher or the combining of classes, DIET lecturers should be available for longer term training programmes and can constitute a permanent cadre of Teacher Educators, supporting teachers across the state in a full-time capacity. Recent policy advisories recognise the advantage to sustained teacher education that this presents<sup>2</sup>.

We did not observe discussion of policy relating to English language use or teaching in schools during training sessions, although some Resource Material content does relate to policy documentation. For example, one annexure in the Resource Material contains extensive passages from the National Curriculum Framework document (2005) on approaches to teaching English and on its place among other languages, which is of relevance both to teachers of students with several home languages and to their approach to use of home languages to support learning

The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture, and the pedagogical principle of moving from the known to the unknown. (NCERT)<sup>3</sup>

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<sup>2</sup> Guideline: Strengthening of District Institutes of Education and Training (DIETs), Ministry of Human Resource Development, 2017

<sup>3</sup> Position Paper, National Focus Group on Teaching of English, National Council of Educational Research and Training (2006), Delhi



This extract from the resource material is of relevance to the teachers both as teachers and learners of English, and to decisions they make on what language(s) to use in English lessons to meet the needs of learners. It could assist them to take part in meaningful discussions with education officials, school heads, parents and other stakeholders if training on the policy statements encourages reflection on teachers' classroom practice. Training that we observed tended to make the training room an environment for practising English only, possibly at odds with this policy at times.

### 5.3 Understanding how teachers learn:

*Demonstrating familiarity with adult learning and teacher education theory and practice and making decisions about teacher learning by applying own understanding of the characteristics of these learners.*

Most teacher educators we observed used only English and some described how they insisted on use of English only in the sessions. While this provided an intensive period of English exposure, with some opportunities for written or spoken production by the participating teachers, the insistence on English may have prevented discussion on topics that many teachers lacked the lexical resource to discuss in any depth (for example, how to engage in continuing professional development or how their learners learn). In contrast to what we observed, a lecturer at the RIE SI said that the institute's lecturers did not insist on using English but rather advocated the judicious use of the mother tongue where necessary. The observed practices may therefore not be reflective of what happens during normal sessions, but **it is important that the Teacher Educators are aware of the value of teacher discussion in language in which they are most confident when it comes to theory and key concepts.**

Several teacher educators were observed using activities to raise teachers' energy levels at the start of a session or after a period of less interaction which assisted in maintaining participants' engagement and morale. This was a useful way of coping with the long daily schedule across a six-day week.

### 5.4 Planning, managing and moderating teacher learning:

*Teacher educators should demonstrate familiarity with a current range of learning activities for teachers and associated modes of input. They should be able to apply their understanding of specific learning outcomes in order to select the most appropriate learning activity, with due regard for teachers' learning needs and teaching context.*

### Learning outcomes

An RIE lecturer explained that some school textbook material (often from year six) was included in the programme's Resource Material so that teachers in training sessions could analyse it and think about how to use it in a way that effectively supports outcomes for the learners. Lists of learning outcomes for students of grades one to four

are also given in an annexure of the Resource Material. **Including links in the Research Material itself to activities or approaches which could assist learners to achieve these outcomes might contribute to its value as a reference resource.**

A teacher or trainer can make the reason for doing activities in a class or training room clear by identifying the intended learning outcomes for the learners. This should motivate the learners and can assist them in trying to assess their own progress. Only one of the ten teacher educators observed made reference to the learning outcomes intended for his session. While in most sessions the session title was written on the board, its objectives or outcomes were not described, either orally or by writing them on the board for the participating teachers with that one exception. Four of the ten teacher educators who we observed said that the RIE course they had taken had helped them to link the learning outcomes of the training to classroom scenarios and the school learning cycle, stating that they encourage their participants to reflect upon their learning. However, reference to learning outcomes or explanation of them in district training sessions we observed was generally not sufficient.

Following each observation we asked the teacher educator to give a written response to some questions about their session, including the session's aim and intended outcomes. Examples which teacher educators provided are given below:

- *To enable the teachers to use all types of sentences without mistake. (for a session on subject-verb agreement)*
- *To achieve greater intelligibility between the addresser and addressee by developing the oral skills in terms of pronunciation, word stress, sentence stress and intonation for effective communication. (for a session on listening)*
- *To enable the teachers to strengthen their knowledge, skills and attitudes towards classroom practice. (for a session on CPD)*
- *To enable the participants to prepare the materials, activities regarding classroom practicing. (session on CPD)*
- *To make our teachers to speak in English by using some language functions. Greetings, introductions, practicing dialogues, and more information of language functions. The importance of language functions, contents of language functions, teaching methodology, teaching techniques with language functions. (session on 'greetings' as a language function)*

This suggests that there may be a lack of awareness / skill among the teacher educator group to appropriately identify and/or articulate the objectives of the training sessions they are delivering. Teacher educators need to narrow the focus of session outcomes to what is achievable in the timeframe and develop their awareness of what kind of description will aid teachers' understanding of a session's intended outcomes. The acronym 'SMART' could assist them in conceptualising and articulating these. **Objectives should ideally be Specific, Measurable, Achievable, Realistic and Time-bound.** As this could also influence teachers' own development / articulation of learning outcomes for their classes, **it is important that outcomes be focused, achievable and realistic for whoever the recipients of the training or input may be.**

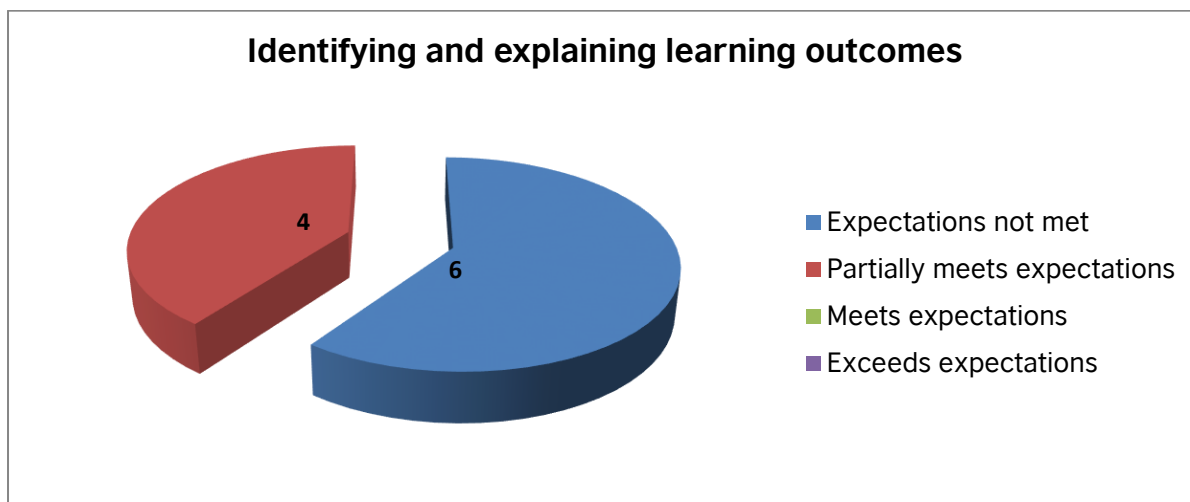


Figure 1: Identifying and explaining learning outcomes (teacher educators)

Once the trainer has described the learning outcomes to the teachers, referring to them during the course of a training session can remind the participants of the purpose of activities and allow for reflection on the extent to which the session stages have achieved the learning intended.

### 5.5 Managing and developing learning resources for teachers:

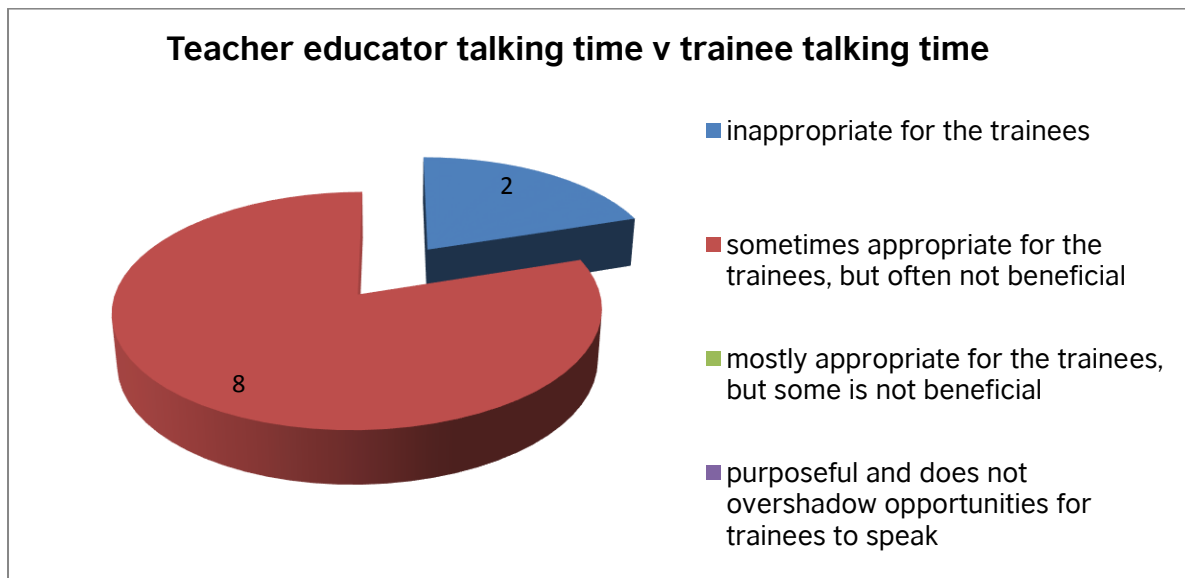
*Demonstrating familiarity with current theories and practice of learning resources use, development or adaptation in order to make decisions about teacher learning.*

Teacher educators in one district had decided to not give the resource materials to participants until the end of the training so participants did not have a point of reference during sessions and could only rely on their own notes to refer to a concept they might have needed to revisit. They were also unable to write in those sections of the Resource Material where tables or sections for completion were provided. When asked why the material was not available the teacher educators said that they had decided not to distribute it until the end of the course as it would distract the trainees from their training. We were uncertain of the rationale for this decision but it may suggest that either the teacher educators were not confident in how to manage the materials and articles provided in the book or that they were unsure how they supported the intended aims of the course. In the other districts the Resource Material book had been distributed to teachers attending and was in use by both teacher educators and teachers during the sessions we observed. **More explicit instructions on how and when the Resource Material should be distributed and used could aid more consistent delivery of the training.**

### 5.6 Demonstrating effective teaching behaviour:

*This includes competence in teacher professional practices, especially understanding learners, managing lessons, planning lessons and assessing learning; an understanding of the context in which teachers work in order to demonstrate practical teaching solutions, and congruence with own teaching and behaviour during teacher learning activities.*

Observation of features of the training session which could provide a useful model for teachers indicates that features like pair and group work, balance of trainer and trainee talking time, and identification of and reference to learning objectives were usually not well demonstrated by those leading the training. However, all the ten teacher educators spoke positively about how activities and classroom ideas were shared in the RIE training which helped make their sessions lively, interactive and engaging. Some recounted how prior to attending the RIE training they used a ‘lecture method’ but had learnt more about learner-centred training techniques. Two teacher educators described how useful they found the RIE focus on using questions to elicit as it helps them keep participants thinking and reduces their own talking time. However, in most observed training sessions, trainer talking time remained high and was more negatively assessed than the balance of teacher-to-learner talking time in observed primary classrooms.



**Figure 2: Balance of trainer and trainee talking time (teacher educators)**

None of the teacher educators were able to recognise where there were opportunities to involve participants further, such as through discussion and collaborative work with their peers. Opportunities for teachers in the sessions to speak were often limited, both by the extent of trainer speech and by the kinds of questions used (with closed questions predominating in more than half of the sessions observed). As questions were usually from the trainer to the whole group, with rare nomination of a specific teacher, there was less individual equity of opportunity to speak. Two of the teacher educators we observed dominated their sessions with their own talking, while eight others spoke most of the time, leaving very limited opportunities for participants to communicate with each other, express and share their views or ask questions.

Based on the observations, it was evident that the teacher educators have gained confidence in delivering their sessions through the medium of English. All the ten teacher educators who were observed used English almost all of the time during their sessions. Eight out of ten teacher educators demonstrated good ability to grade their language to suit the language levels of their participants, while two others demonstrated some ability to do so. This is very positive and shows good awareness of the needs of the training participants with regard to this area.

When teacher educators did provide opportunities for participants to speak they were encouraged to speak English. Four teacher educators consistently encouraged participants to use English, five of them did this occasionally during their session and one trainer did not encourage participants to use English at all. **Providing both the opportunities to use English and encouraging the teachers to do so is important in order to meet the programme’s aim to improve the English competence of the teachers (and not to damage their confidence in using it in the classroom).** The other aim of **improving the teachers’ language teaching skills (noted on page 3) would at times require the use of Kannada** as many of the teachers who have taken this course do not have adequate proficiency to discuss their teaching practice, beliefs and aims in English.

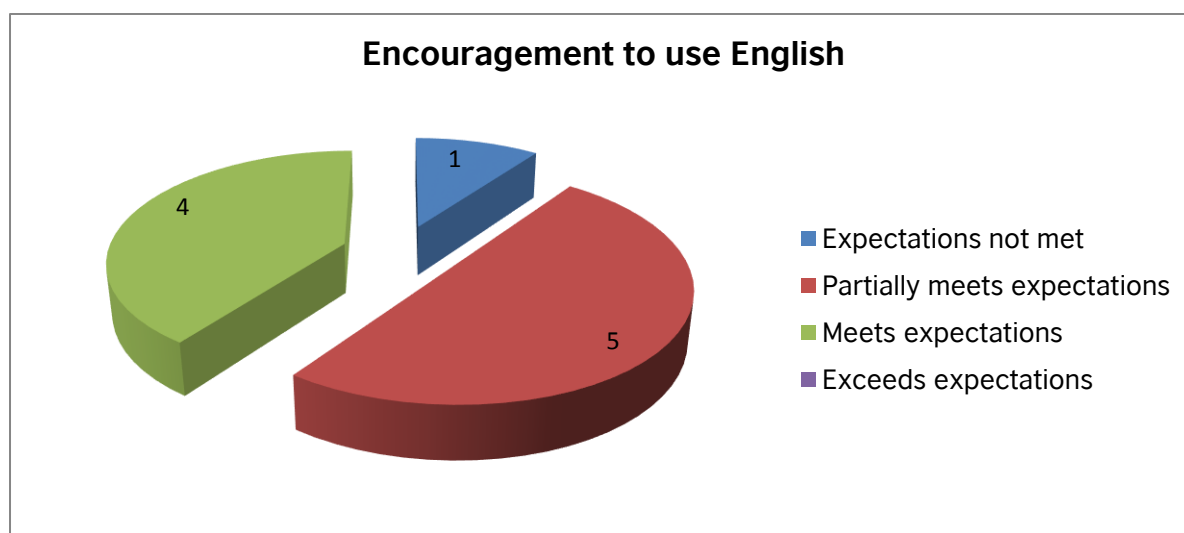


Figure 6: Encouragement to use English (teacher educators)

### Pair work and group work

Development of teachers’ expression skills including speaking is among the overall aims of the training programme, so **opportunities to practise speaking followed by meaningful feedback should be provided.** Increased opportunities for teachers to speak in English could have been provided by organisation of more meaningful pair or group work with less predominant trainer talking time. Seven of the ten teacher educators described how using group or pair work helped them engage participants and encourage collaboration and sharing of ideas but the amount of pair or group work observed in the majority of sessions was minimal. It was used with consistently good results for the trainees in only one session. This suggests that **though teacher**

educators can describe the benefits of using group or pair work, they do not feel confident in using it and might benefit from training on how to organise this and practical opportunities to practise in a safe environment, in preparation for using it with large groups of teachers in training. Good demonstration of this in the training sessions will also help the teachers to see how they can use it in their own classes.

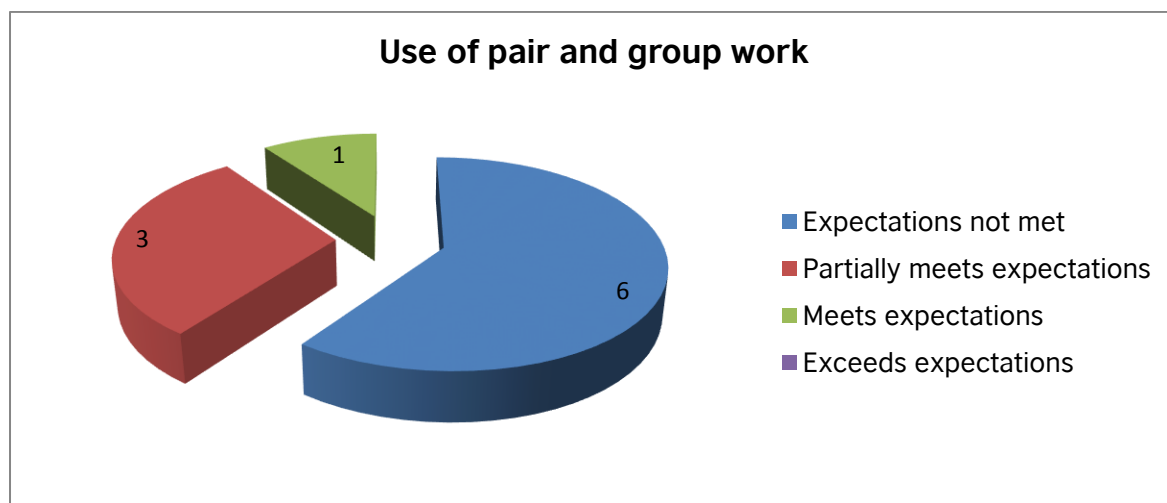


Figure 3: use of pair and group work (teacher educators)

### 5.7 Monitoring teacher potential and performance:

*Demonstrating familiarity with theory relating to, and criteria for teacher evaluation in order to make decisions that support teacher learning.*

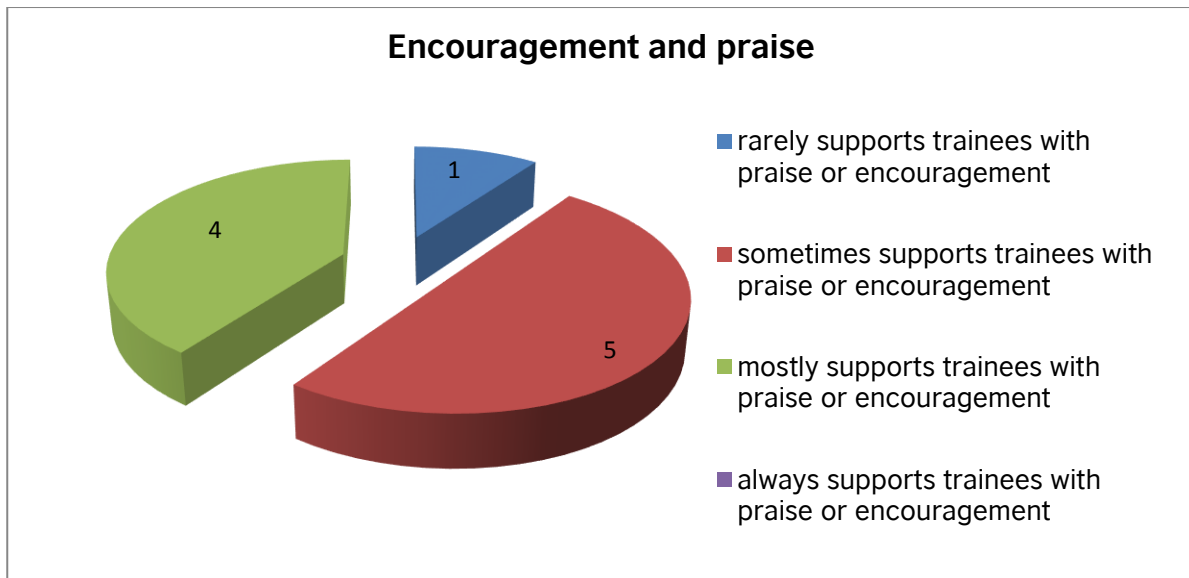
*Demonstrating familiarity with a range of approaches to make giving feedback effective.*

#### **Supporting and mentoring teachers:**

*Providing advice and guidance to teachers on sources, resources and developmental opportunities.*

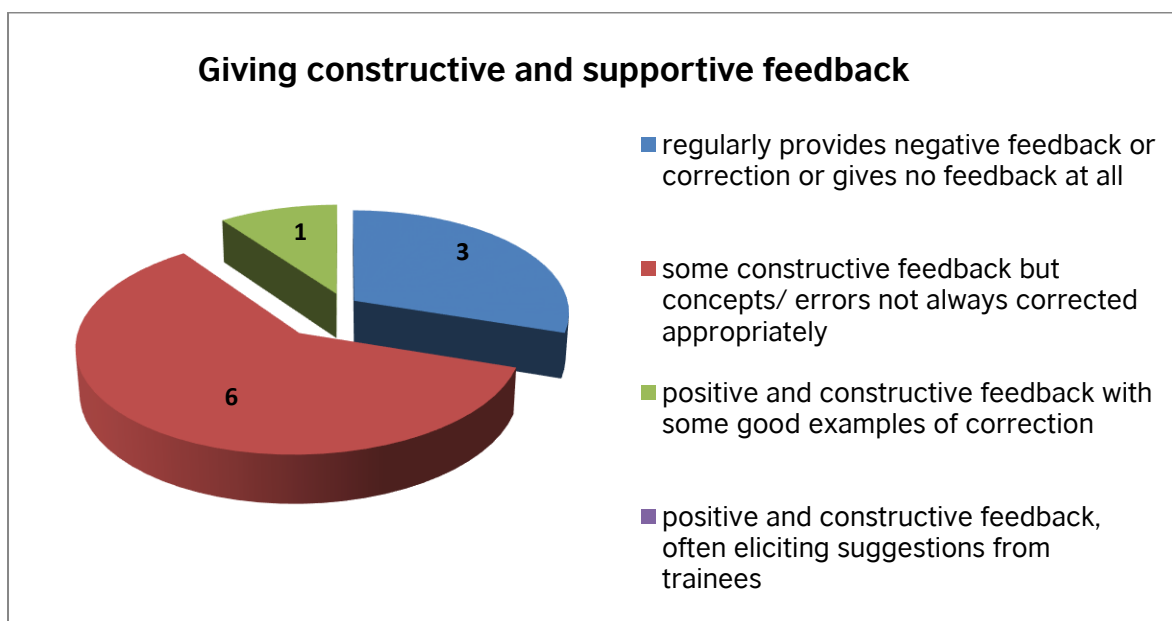
A minority of teacher educators provided no feedback to participating teachers in the sessions we observed, while most provided frequent encouragement, using praise words in response to teachers' contributions.





**Figure 7: Use of encouragement and praise (teacher educators)**

Developmental feedback was less frequently observed. Follow-up questions and deeper exploration of issues discussed was rare, and was also limited by the adherence to an English-only approach in the training room, which included discussion of areas that demanded a greater lexical resource from teachers (e.g. how they could pursue continuing professional development in their regular working lives). Teacher educators we observed did not demonstrate a range of approaches to feedback, as figure 8 below shows. Making use of other participants to provide feedback or a response to a participant was very rare. Rather, interaction tended to be trainer – teacher – trainer. This limited the role of the participants and their opportunities to communicate with each other.



**Figure 8: Giving constructive and supportive feedback (teacher educators)**

Using **techniques to encourage reflection** is one of the criteria we evaluated the observed training sessions by. Each course day began with a session named ‘reflection’ where nominated teachers presented to the whole group. It is excellent to see that reflection is an important element of the training, and that the concept is being promoted to the teachers, however in several such sessions the teacher nominated listed the previous day’s activities, providing a recap but lacking in reflection on how these related to classroom teaching or might be used or adapted. **Such a session should be an opportunity for the teacher educator to ensure that the training content is relevant and its relevance to classroom practice can be identified by the participants, with further probing where necessary. Use of suitable questioning by teacher educators and adequate time for teachers to formulate thoughts into responses to these (either individually or through the use of meaningful pair or group work) may improve teachers’ ability to use reflection.**

### **Assessing teacher learning**

In terms of teacher assessment, some formal test material is provided for the teacher educators. The course schedule describes a pre-test, to be held on day two of the course and a post-test to be held on the morning of day 30 (the final day). The contents of the post-test has not been seen, but the pre-test available in the Resource Material involves eleven questions across two parts, ‘Part A’ concerning language proficiency and ‘Part B’ relating to language teaching and learning. Part A tests knowledge of the language, using nine questions on grammar, vocabulary, punctuation, pronunciation, reading comprehension and a short written task while the three questions in Part B relate to pedagogy, with questions on test types, reading skills, identifying an activity type, methodology and a task to design an activity to teach tense forms.

A marking scheme with a total of 50 marks is given for the questions, and seven of the questions are multiple choice, which the assessor should be able to mark unequivocally assuming she or he has a key to refer to. The more difficult questions to assess involve writing tasks, Part A’s being to write a paragraph comparing two places that the teacher has visited (5 marks), and Part B’s being “Design an activity to teach ‘tense forms’ (4 marks). A rubric or criteria to mark such tests may have been provided, but is not available in the Resource Material. Some teacher educators did mention rubrics as an issue discussed in the RIE SI training course. **The question regarding tense forms could benefit from more structure and context information for teachers. For example, specific forms could be defined and the learners for whom the activity is intended** (year or standard) could either be set by the question or asked in it for the teacher to describe.

During the parts of the course we were able to observe, a range of assessment techniques used by teacher educators to inform teacher learning was not evident. The Resource Material provides comment on assessment of writing and reading for learners of English. Guidance on the assessment of teacher skills and practices is not provided other than lists which may be used for teachers’ own reflection. It is not known whether the pre- and post-test which teacher educators took was also used to assess teacher progress in districts, and if so, if this informed the teachers themselves regarding their

progress or was used as an assessment of to what extent the course had met the objectives intended by the authorities. An addition to the revised Resource Material, titled 'ELEP: Teachers' Follow-up Activities' is intended for teachers' use beyond the course itself and encourages teachers to reflect on their attitudes and beliefs before the training, after it, and during subsequent teaching. This includes a list of questions to guide teacher reflection following a specific class.

**The resource book could more effectively function as a resource and reference for the participants if web links to articles, videos, etc. for each section of the book were provided.** This would also allow the teacher educators to make reference to such resources and further references during the course itself. There is a bibliography given in Annexure four but district teachers using the Resource Material may not be able to access print copies of the titles listed (see previous suggestion that links to online resources be included).

### **5.8 Taking responsibility for your own professional development:**

*Understanding own professional needs, interests and learning preferences in order to identify areas for development, defining own career goals, keeping up to date with developments in relation to the professional practices of teacher educators and of teachers.*

#### **Self-awareness features**

*Teacher educators require openness, conscientiousness, interactivity, empathy and resilience to work with teachers effectively.*

The teacher educators we interacted with expressed their interest in learning and developing their skills further, both for the benefit of their students' learning and their interest in building their skills as a trainer of teachers. All of them showed a positive attitude towards being observed and receiving feedback. An RIE lecturer described how during their training, the Master Resource Persons were encouraged to observe other teachers, keep journals and write about their teaching philosophy in order to develop their own reflective practice. It was very positive to see that teacher educators expressed interest in finding out more about how they could develop professionally, and already had some ambitions relating to CPD. A training course can examine what realistic opportunities for CPD the trainees can pursue and assist them to make an action plan that they can carry out beyond the face-to-face training. **Some of the Resource Material had been sourced which related to CPD and this is an area where a structured approach to planning for teachers at district level, requiring discussion among the teachers would extend the benefits of an intensive course.** One CPD discussion was observed in a district DIET. This was limited both by the time allotted and the trainer's insistence that teachers use English.

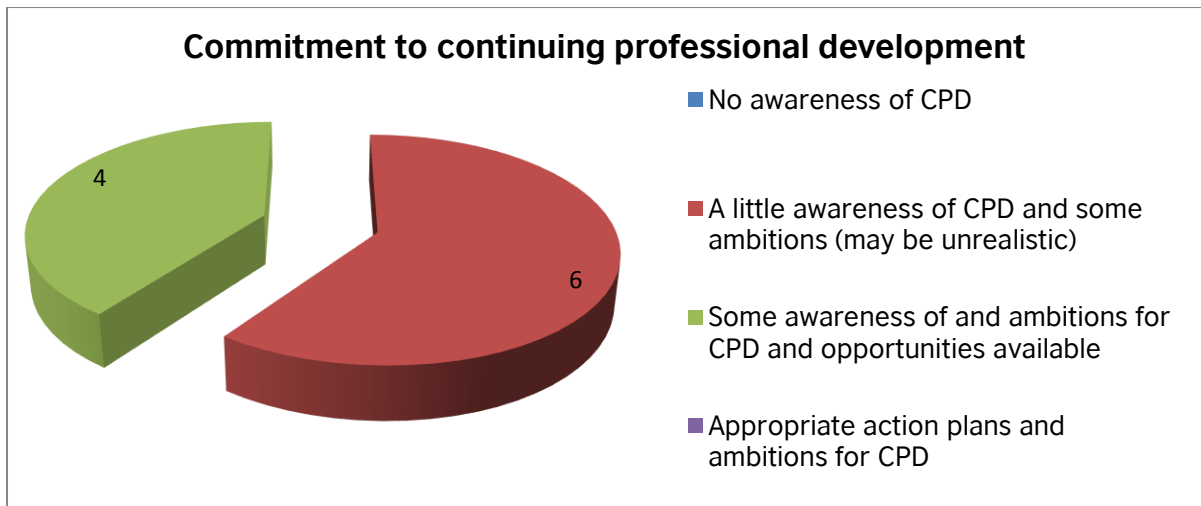


Figure 9: Commitment to CPD (teacher educators)

The teacher educators’ ability to reflect usefully on their own performance in training sessions was sufficient in four of the ten observations and partially met expectations in three others. **Further development of their reflective skills might increase the value that the teacher educators place on them, and encourage them to use questions which assist teachers’ reflection on their teaching practice.** Most teacher educators were open to and accepting of feedback about their sessions from the British Council training consultants.

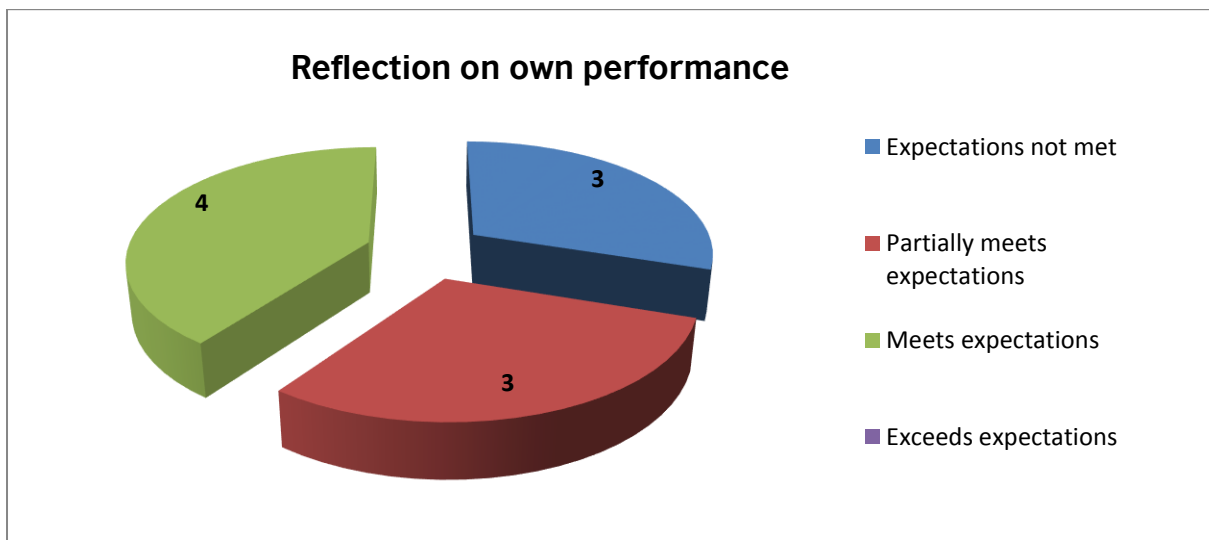


Figure 10: Reflection on own performance (teacher educators)

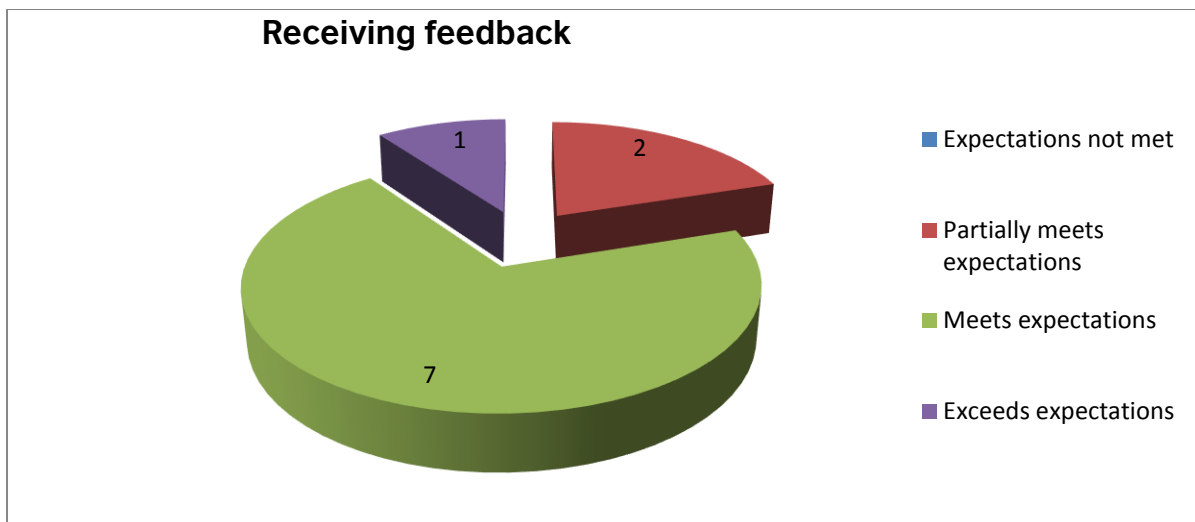


Figure 11: Receiving feedback (teacher educators)

The teacher educators observed tried to build rapport with participants and used a friendly and supportive approach with the teachers. Most teacher educators showed appreciation for participants’ efforts, though the emphasis on English language use restricted the extent to which teachers could describe their own concerns with learning in the classroom. More ability to discuss these in depth could have improved the rapport between teacher educators and participants, in addition to providing useful material for all to reflect on and discuss.

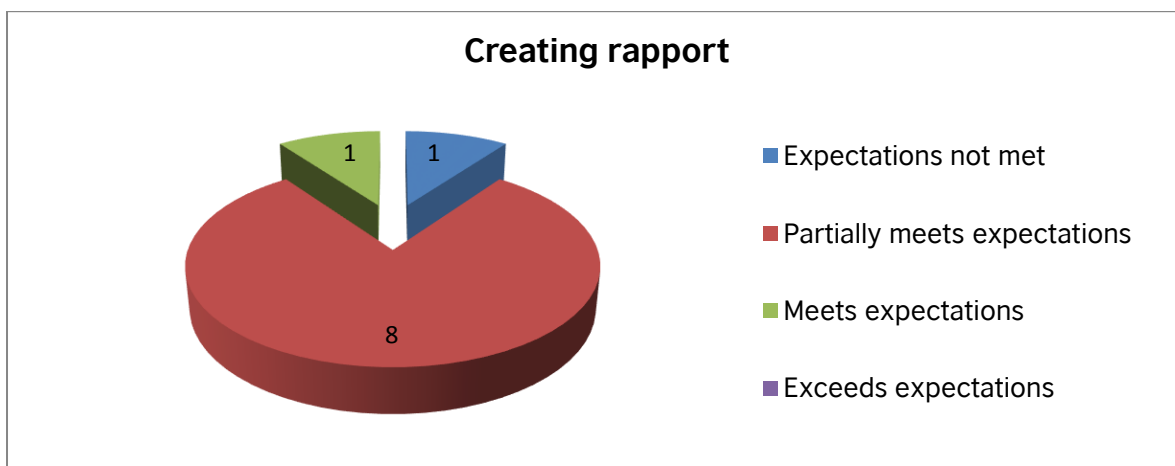


Figure 12: Creating rapport (teacher educators)

While the self-awareness features of openness, conscientiousness, interactivity and empathy with teachers require the teacher educator to listen to the participants and take on board what they have to say, listening is a cross-cutting issue. Listening is also necessary to understand their context (particularly for those teacher educators not working in the same environment) and in order to assess participants’ learning and provide useful feedback for them. **Demonstration of adequate listening skills should also provide a model of good practice for the language classroom. Half of the**

teacher educators listened adequately to the participants while the other half would benefit from listening more closely to teachers and using the information that this provides appropriately.

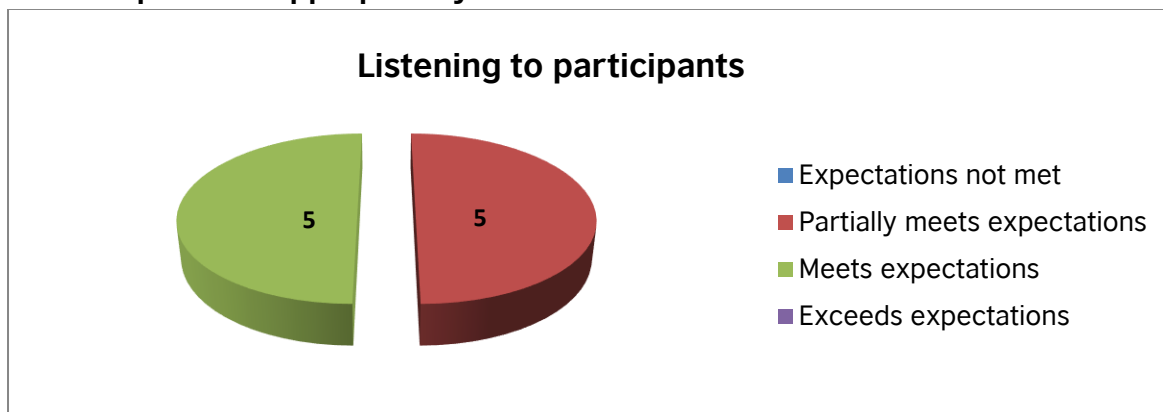


Figure 13: Listening to participants (teacher educators)

## 5.9 Enabling skills

*communicating effectively, team working skills, thinking critically, building relationships, effective organisational skills, increasing motivation, leadership/supervisory skills*

Assessment of these skills is difficult without a better understanding of the room for decision making that the teacher educators had in planning and implementing the course at district level. Teacher educators cooperated to divide the workload and were seen to support each other. Some differences were observed in how trainer groups had received or understood instructions or advice on how to run this, such as the schedule, which was understood to be until 7.30pm in one location. In that case the teacher educators found it difficult to provide meaningful content and sustain motivation, and referred to the lack of a language lab for use in the final session of each day (as used in the RIE SI facilities) as an issue.

Some flexibility on aspects of the course as taken at the RIE SI and adapting these for the local context could benefit teachers' learning. The RIE SI course schedule includes approximately 18 hours of set-up and subsequent work on portfolios. **Some inclusion of portfolio work for teachers could serve to provide a time in which teachers could adapt what they are learning to the context of their learners and class levels, and form action plans to carry out when they return to the classroom. Teacher educators could act as mentors rather than the leaders of plenary sessions during this time, providing some small group or individual attention to participants. This could also model an informal approach to assessment of learning and participation which teachers might adapt for the classroom.**



## 6. Classroom observation of teachers who had taken the course

### Observed teachers' profile

Eight teachers were observed in three different districts. Seven of the teachers' levels of English were estimated to be of a B1 level or above in terms of the Common European Framework of Reference for languages (see appendix 5), equivalent to an intermediate or higher level. Only one teacher demonstrated English at a lower level, in this case at approximately A1. There may be a wider range of language ability among the teacher population on the programme, possibly including more teachers with lower levels of English. Six teachers had ten years or more of experience in primary teaching, while one had two years and no data is available for one of the eight. Experience teaching English was more varied, with four teachers having taught English for two or less years, while three had taught it for ten years. Two of the lessons were with lower primary classes (standards 3 and 4) while the other six were of standards 6, 7 and 8.

Significant differences were noted between teachers with only recent experience of teaching English, and those who had taught it for a longer period. Those with more experience had, in several cases participated in earlier ELT training programmes. We asked to observe a variety of teachers but felt that some of those we visited may have been selected for their ability to demonstrate examples of good practice and good English proficiency. To compensate for this (and avoid a skewed picture of general practice) we tried to identify other teachers in the same school who had taken the RIE SI course and taught English, and include them in our observations. As some of the schools visited had very few teachers this was not always possible.

### Professional practices

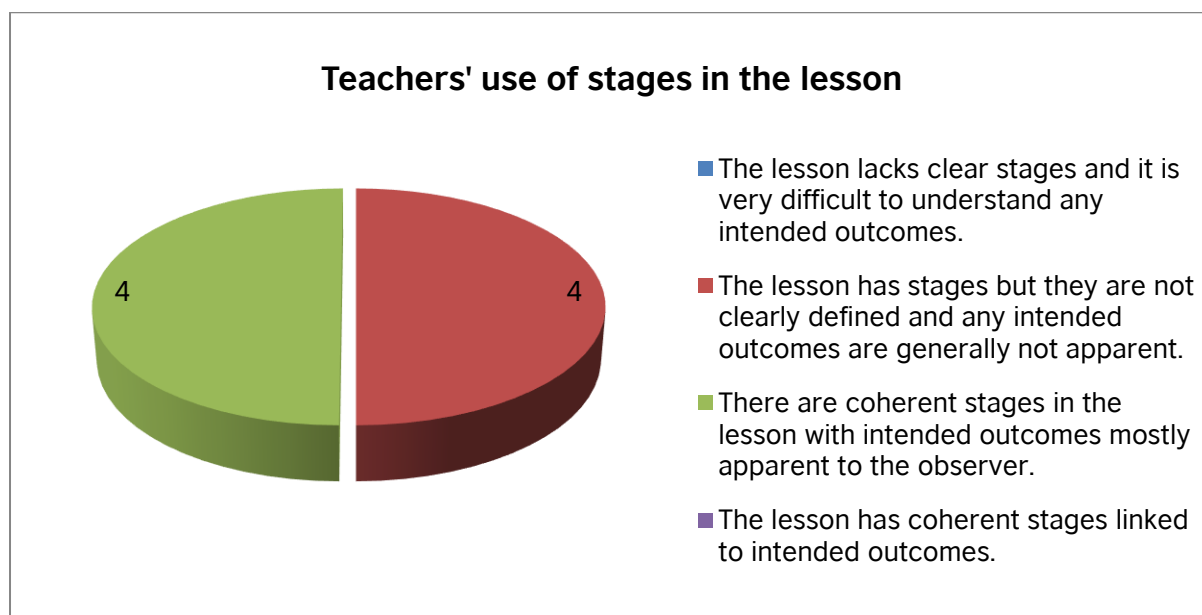
In discussing the skills and competencies of teachers we make reference to the teacher professional practices which are referred to in the British Council's Continuing Professional Development (CPD) Framework for Teachers, described in Appendix 3. These describe the teaching skills and knowledge that contribute to quality learning in the classroom. Each practice consists of several elements which have been assessed through classroom observation and discussion of the lesson and the process behind it with the teacher. For example, **managing the lesson** includes giving instructions effectively, checking understanding, using language appropriate to the learners' level and making appropriate decisions about which languages the teacher and learners use.

#### 6.1 Planning lessons and courses

*This professional practice involves planning activities, materials and use of resources, which correspond to lesson aims and intended outcomes, and follow coherent stages and realistic time frames.*

The four teachers with ten years' experience of teaching English demonstrated good evidence of planning the lessons we observed them teach. Their lessons demonstrated coherent stages where intended outcomes were usually apparent and the activities or tasks for the learners were meaningful and appropriate in most cases. Among the four

more English experienced teachers and one teacher who started teaching English two years ago, the stages of a lesson scaffolded the students' learning so that they were presented with words and structures, practised them in a controlled manner that the teacher could monitor and correct, and then put them to use in an activity.



**Figure 14: Use of stages in the lesson (teachers)**

Most teachers made good use of a 'warmer' to provide learners with some engagement at the start of the lesson, but staging of lessons was less evident or coherent among the other three teachers who had started teaching English in the past two years. Their lessons consisted of initial presentation of some key words followed by the teacher reading aloud from the textbook, then asking a learner to read from it and following up with some comprehension questions. This is less likely to involve the other learners in the classroom.

## 6.2 Managing the lesson

*This professional practice involves how the teachers use classroom management strategies to ensure that teaching and learning takes place as planned or intended.*

In three of the eight lessons observed, the teachers provided a variety of tasks which they were able to organise through effective use of instructions or demonstration. This resulted in a good level of engagement for learners and some success in meeting the aims of the lessons. Other lessons observed involved less variety of activities and interaction patterns and lower learner engagement. Two of the eight lessons observed did not involve use of any meaningful pair or group work while four lessons we saw included some pair or group work and two involved pair or group work which was both meaningful and effectively organised. This is encouraging as it allows the learners to try out new language and gives the teacher an opportunity to assess learners' progress.

Group and pair work was less common among the ten training sessions we observed than it was of the eight class observations. **Demonstration of pair and group work in future training sessions which is both meaningful and effectively organised could benefit teachers and learners.**

Activities for learners can be set up by teachers either by demonstration or by the use of instructions to learners. When instructions are used, teachers should check the understanding of the instructions through the use of closed questions before commencing the activity so that the teacher knows whether they have understood, or if learners' doubts might prevent them from participating as intended. Some teachers had difficulty in providing effective instructions for learners and were not sufficiently aware of what would make their instructions more effective. All teachers who completed a self-assessment form stated that they could 'give instructions very well' whereas in practice we observed that the instructions that teachers used sometimes did not direct the students effectively.

In three lessons teachers used matching activities and team games which raised learner engagement as well as providing a very useful way to check understanding and assess learning. One of the teachers who used such activities had started teaching English in the past two years. The less experienced English teachers tended to use only closed questions requiring a short response from learners and the time that these teachers spent talking themselves limited the time for activity by learners. **Giving and checking instructions, and using question types that fit the purpose (a brief, closed answer to check understanding or an open question to provide an opportunity for further speaking) are areas that could be developed further.**

### 6.3 Understanding learners

*This concerns a teacher's ability to make decisions about teaching and assessment by considering the learners' characteristics such as their levels, ages, interests, linguistic backgrounds, special educational needs, and individual personalities.*

#### **Using inclusive practices**

*This involves recognising the value of diversity in learners' language background, cognitive and physical ability, social background, behaviour, age, gender and any disabilities.*

Teachers demonstrated an understanding of their learners by eliciting previously acquired knowledge and on occasion providing opportunities for personalised responses. Teachers we observed also used praise and encouragement to motivate the learners. Most of the more experienced teachers and one who had recently started to teach English used activities which were suited to the age and interests of the learners, allowing for more varied interaction and better maintaining the focus of the students.

Inclusive practices in the classroom depend on the teacher's ability to hear and assess individual learners, and this may be an issue, depending on the teacher's approach to the use of English or other languages, particularly in non-language subject classrooms.

The acceptance of student responses as a whole class, or only from the more able students are two practices we observed in several classes which impede inclusion.

In one classroom two classes of different standards were seated in adjacent rows of seating. Both groups were of nine students each. The teacher taught her class group only and the students in the rows next to them amused themselves until the visiting DIET lecturer started to guide them in completing an exercise. The class being taught consisted of nine students and the class without a teacher was of a similar size. This could have presented an opportunity to involve all the students in the class in some meaningful activity, rather than only the nine students of the teacher’s usual standard.

Teachers whose lessons involved a wider range of activities and were able to engage most students effectively still struggled to engage learners who had difficulty in maintaining their attention for any length of time. One boy was observed singing an English nursery rhyme and disengaged with those around him. He was sitting on the back row of the class and did not receive individual attention from the teacher, although he and his classmates behaved cordially to each other. His needs could be better catered for if he was able to sit closer to the teacher, possibly with the students he felt comfortable with, so that the teacher could check more easily that he was engaged in activity related to learning English and provide tasks that he could attempt individually if possible. **This suggests a need for additional training in how to teach mixed ability classes and how to meet any additional needs that students have.**

While four teachers indicated that they can cater for individual needs quite or very well (on a self-assessment questionnaire) their ability to do this was found to be the rating of this same ability from observation of the same teachers in the classroom.

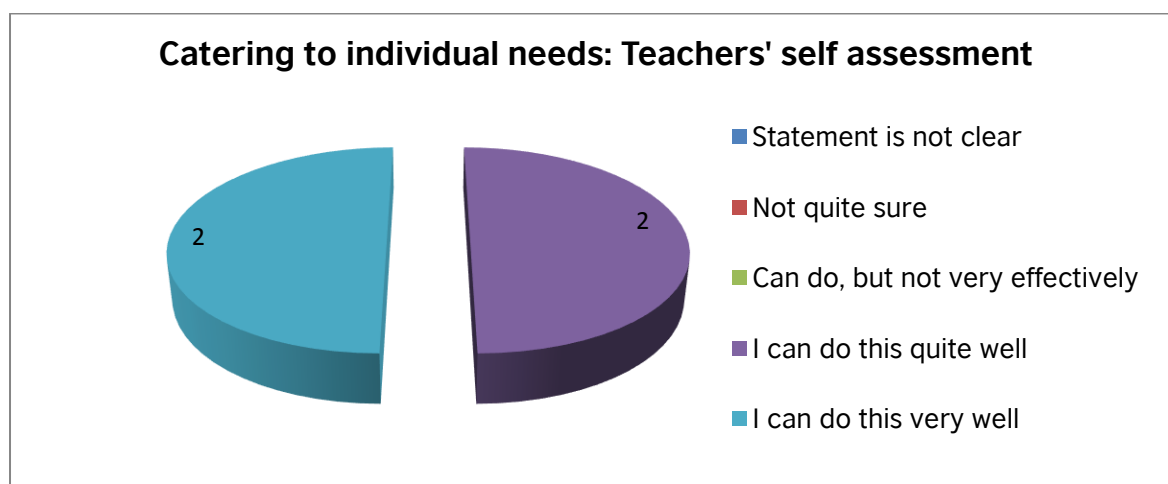
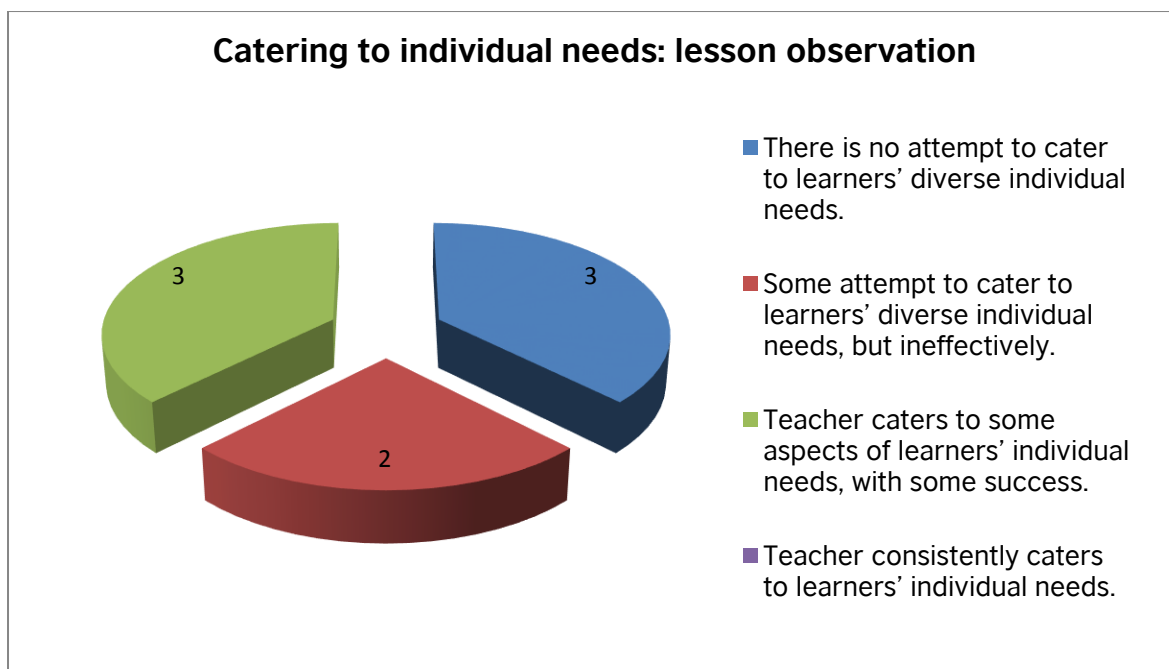


Figure 15: Catering to individual learners’ needs (teachers’ assessment of themselves)



**Figure 16: Catering to individual learners' needs (teachers observed in classroom)**

#### 6.4 Assessing learning

*Assessment strategies can be formal or informal, formative or summative, and include self-assessment, peer-assessment and teacher-led assessment.*

There is a need to emphasise on the need to view assessment as an aspect of learning. Teachers must recognise the role evaluation plays in motivating children to learn. (NCFTE, 2009, p39)<sup>4</sup>.

Conversations with the four more experienced teachers after their observed lessons revealed that they were more able to reflect on what progress the learners had made than those with less teaching experience. These teachers also built stages into their lessons which assisted them to assess learners' progress. In some observed lessons teachers corrected learners and in two lessons teachers encouraged other learners to correct a student's error rather than correcting it themselves. In the other six lessons either correction by the teacher or no correction was the norm and other learners were not asked to attempt to correct their peers. Asking the same or other students if they can correct a mistake can build learner autonomy and provide another opportunity to involve students, assess and recognise their abilities.

Teachers in most of the lessons stayed at the front of the classroom, interacting with the entire class. Attention to individuals was not frequent other than where one learner was nominated to speak or use the board. A lack of attention to individuals, pairs or small

<sup>4</sup> National Curriculum Framework for Teacher Education (2009), National Council for Teacher Education, New Delhi [http://ncte-india.org/ncte\\_new/pdf/NCFTE\\_2010.pdf](http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf)

groups can reduce the extent to which teachers are able to continuously assess learners and identify any difficulties they are having. Among possible reasons for this is the extent to which the teacher can move around the classroom. Fixed blocks of benches and desks restrict the teacher's ability to move around the seated students. Such furnishing was found in seven of the eight observed classrooms while in one children sat or moved around on a large mat. The teacher in that classroom made excellent use of the space for group, pair and team work which exploited the ease of movement that not having fixed bench rows provided.

**Either providing more flexible space in classrooms or using a space outside the classroom when required could assist the teacher in changing the interaction patterns for group and team work in the classroom. Demonstrating how students can work in groups around the fixed furniture is also feasible.**

### 6.5 Taking responsibility for professional development

*This refers to teachers being aware of their own professional needs, interests and preferences, and what CPD activities they can follow.*

Post-observation conversations with the teachers were conducted with seven of the eight teachers. Before these conversations teachers were asked to provide some written answers to questions which included one regarding their plans for professional development. Two teachers demonstrated some awareness of how they could pursue continuing professional development as language teachers and described steps they would take towards this while five teachers demonstrated limited awareness of what they could do to further their own development outside of formal training courses and qualifications, which is not the approach advocated by the National Curriculum Framework (NCF). It was difficult to discuss CPD with the teacher whose English level was considerably lower.

Teacher education needs to be ongoing and onsite (through formal or informal support systems), as well as preparatory. (NCF, 2005, p39)<sup>5</sup>

Teachers will be better able to plan for their own development if they can identify the areas of their practice which require improvement. The ability of the majority of teachers we observed to reflect on their own teaching practices was limited. Most were able to identify some of their strengths but few identified areas for improvement. **A focus on developing reflection skills among teachers could be a useful area to explore in future teacher development programmes, and one which may offer sustainable benefits.**

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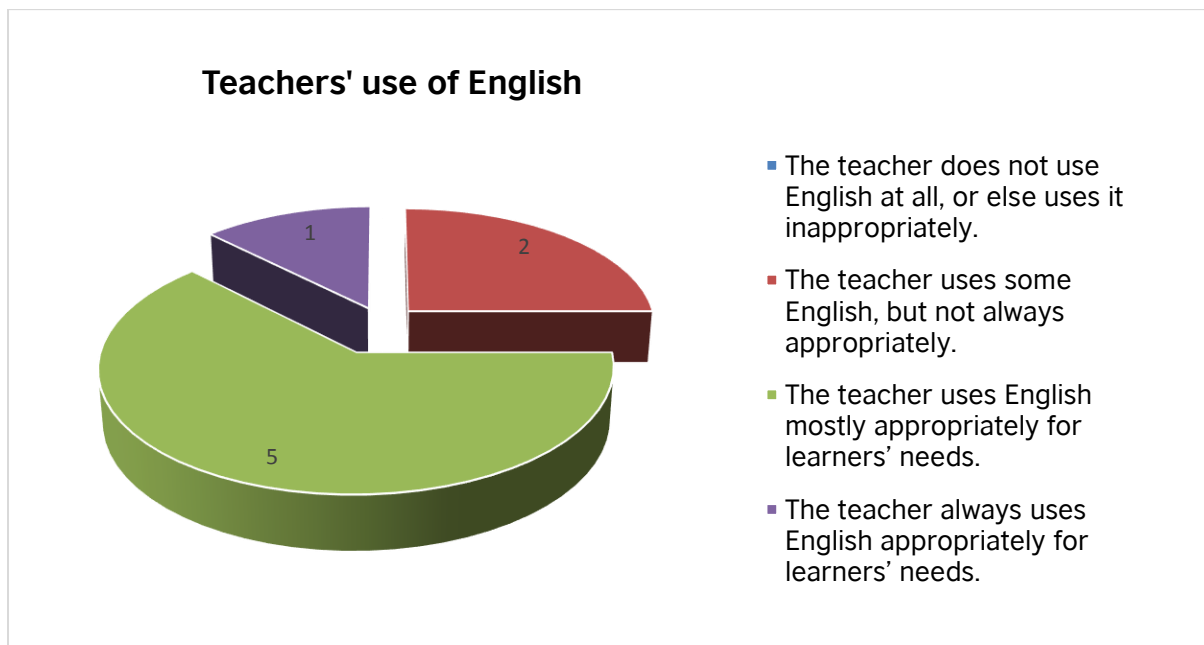
<sup>5</sup> National Curriculum Framework, NCERT (2005)  
<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>



## 6.6 Knowing the subject

*Developing and demonstrating proficiency in the target language, providing a good model for learners, developing an awareness of language systems and selecting appropriate methodology and resources*

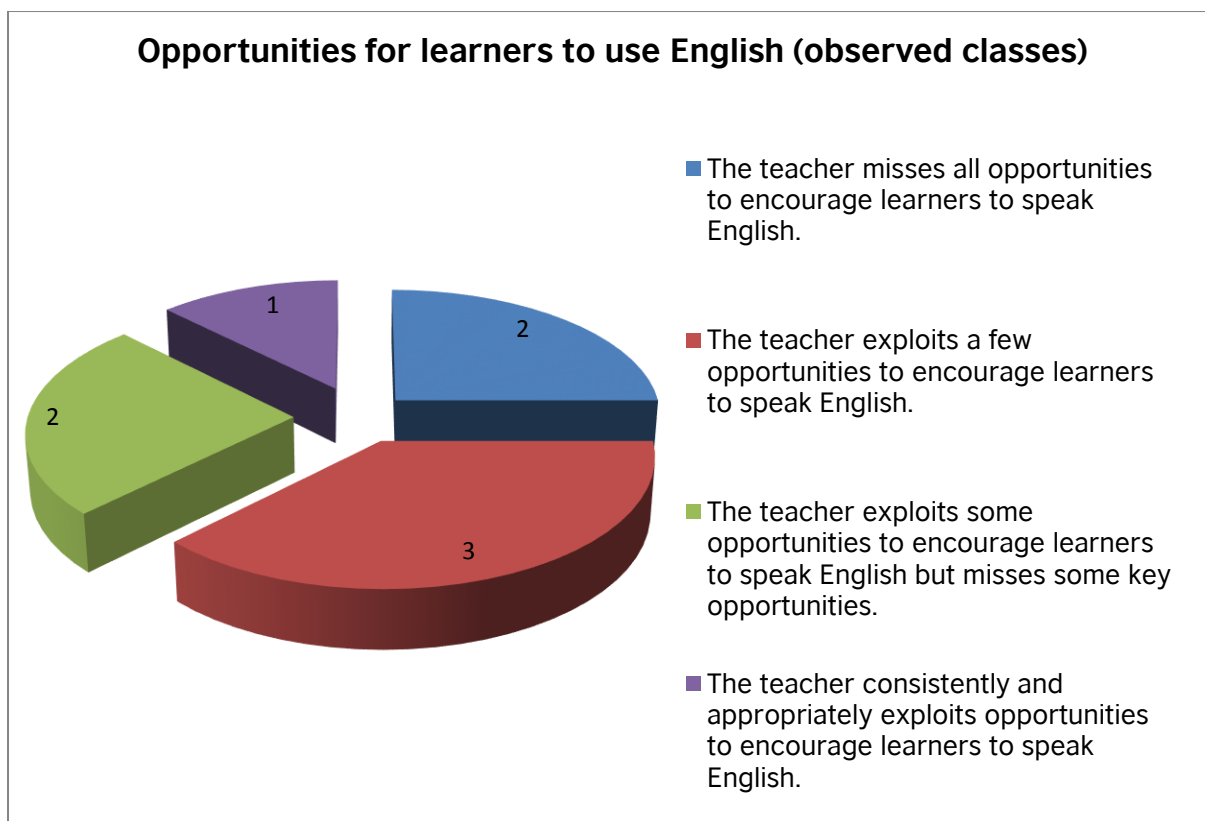
Eight teachers we observed demonstrated a reasonable command of English which was considerably beyond that of their learners, with the exception of one teacher whose English was basic, though a level above that of the learners in the class observed. Some teachers graded their language to make it more comprehensible to learners – a positive strategy.



**Figure 17: Teachers' use of English (teachers observed in classroom)**

Although the number of classrooms observed is very small, opportunities for learners to use English in the classroom were much more obvious in lessons delivered by teachers with four or more years' experience of teaching English than by those with less experience. Further exploration of teachers' classroom practice might indicate if there is a relation between their participation in successive training courses, combined with time to try out and adapt training input in school, and changes they make in this and other areas.

In terms of selecting appropriate methodology and resources, a range of methodologies was seen and in three classes this included some teaching which focused initially on the meaning of the language rather than the structure or grammar (a positive approach that assists learners' understanding and may better keep their attention). One teacher made good use of supplementary resources including flashcards. Among the systems (which include grammar, lexis and phonology) **how to assist learners' pronunciation in the classroom could be a focus of future teacher education.**



**Figure 18: Opportunities for learners to use English (observed in the classroom)**

### 6.7 Using multilingual approaches

*This professional practice assesses the teacher’s appropriate use of multilingual approaches and of learners’ home languages to promote learning and create an inclusive learning environment.*

The multilingual approach to schooling from the very outset will counter possible ill effects such as loss of one's own languages and the burden of sheer incomprehension. (NCF, 2005: 39)

Given the limited ability that students have to produce English in some primary lessons, teachers need to consider how to take a multilingual approach in order to foster and maintain inclusion for the learners. This should also take into consideration the diverse linguistic backgrounds of learners so as to avoid sole support to the most prevalent state language at the cost of other learners’ home languages. Students in some of the schools visited included Marathi and Urdu speakers. As R.K. Agnihotri notes, this may require the teacher to also become the learner at times, assuming the teacher does not

speak the home languages of all learners<sup>6</sup>. Such an approach is seen as beneficial by researchers such as Aggarwal.<sup>7</sup>

Teachers' approach to use of the learners' mother tongue(s) to assist or check understanding was very limited with the exception of two teachers we observed who asked the learners what English words were in Kannada, and made judicious, occasional use of it themselves. This positive strategy was not extended to questioning regarding, or comparison with other Indian languages present among students. For the other teachers, using a multilingual approach was something that they avoided, possibly because they assumed that the expectation of anyone assessing their performance would be they should only use English in the classroom. Recent research suggests that while teachers' use of the language provides the learners with more exposure to English, **there are situations in which using the learners' first language can better assist their learning**<sup>8</sup>.

Such practices of separating the use and learning of different languages (e.g. English and Kannada) and excluding other non-state-wide languages is contrary to the findings of researchers who have investigated learning in both monolingual and multilingual classrooms. They have found that the use of several languages does not hinder the learning of the target language, can assist divergent thinking, social and cognitive tasks and can lead to improved scholastic achievement (Agnihotri, García and others<sup>9</sup>). Dr Anand Mahanand makes some useful comments on how these findings could inform the practice of English language teachers in India<sup>10</sup>

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<sup>6</sup> Agnihotri, R.K. in Daswani, C.J. (ed.) (2001) *Language Education in Multilingual India*, Delhi, UNESCO, (p202) available online at:

<http://unesdoc.unesco.org/images/0012/001252/125246eo.pdf>

<sup>7</sup> Aggarwal, N. in Powell-Davies, P. and Gunashekar, P. (2013) *English Language Teacher Education in a Diverse Environment* London, British Council available online at:

[https://www.britishcouncil.in/sites/default/files/tec\\_13\\_publication\\_final\\_version\\_0.pdf](https://www.britishcouncil.in/sites/default/files/tec_13_publication_final_version_0.pdf)

<sup>8</sup> Examples are discussed by Muralikrishnan (2017) in *The role of translation in second language learning with specific reference to specialised technical courses* (in 'Explorations: Teaching and Learning English in India', 'Issue 6:Using inclusive practices and multilingual approaches', British Council <https://www.britishcouncil.in/sites/default/files/issue6.pdf>

<sup>9</sup> Agnihotri, R. K. (2010). Multilinguality and the teaching of English in India. *English and Foreign Languages Journal*, 1 (1), 1-14.; García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In A. Mohanty, M. Panda, R. Phillipson & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalising the local* (pp. 140-158). New Delhi: Orient Blackswan.

<sup>10</sup> #ELTHeroes interview: Dr Anand Mahanand (2017) online at:

<http://blog.britishcouncil.org.in/elt-heroes-dr-anand-mahanand/>

## Appendix 1: British Council India's vision of teacher education and development

The British Council's vision is to **enable people to achieve more for themselves and their communities by raising the level of English for all**. Our goal is quality in the classroom, where teachers are competent, knowledgeable, highly motivated, committed to their profession and able to innovate and achieve the best for their learners. In our teacher education projects, we collaborate with our partners to design implementation models which aim to develop teachers' English language proficiency and their skills in delivering learner-centred lessons with a focus on communication.

All British Council teacher education programmes incorporate our Teaching for Success approach to transform the quality of teaching in primary and secondary schools. It exemplifies the British Council's vision that all teachers in the world have high-quality continuing professional development (CPD) opportunities that improve their own professional understanding and practice and their learners' success. Our CPD Frameworks for teachers and teacher educators are the organising principle of this approach (see Appendix 3 and 4), representing our global understanding of, and expertise in, teaching and teacher development. Our services and resources for the teaching of English language and other school subjects are mapped to our CPD Frameworks and provide clear pathways for the development of teachers. In addition, we use the Common European Framework of Reference (CEFR) to benchmark language proficiency levels (see Appendix 5). These measures ensure consistency, coherence and sustainability across our programmes.

Our resources are also carefully aligned to the National Curriculum Framework for Teacher Education (2009), the National Curriculum Framework (2005) and state curricula to ensure relevance to the local context. They also take into account the United Nations Sustainable Development Goals, in particular goal four, which is to 'ensure inclusive and quality education for all and promote lifelong learning'.

## Appendix 2: Our approach

Teaching for Success uses the following approach to building effective continuing professional development systems to improve the quality of teaching:



### This approach is based on the following beliefs:

1. English is best acquired through **communication** and learners should be given as much opportunity to use it in the classroom as possible.
2. **Collaboration** through task-based group and pair work has a positive effect on learning.
3. Teachers and learners become motivated and develop a positive attitude to learning when it is **engaging and fun** and relates directly to their needs and **context**.
4. Change can only be achieved if teachers are encouraged to **reflect** on current teaching practice and their personal beliefs about teaching and learning.
5. Learning is a lifelong process and teachers need to be encouraged and supported to **take responsibility** for their continuing professional development
6. Through **experiential activities** such as peer teaching and lesson planning, teachers can practise and develop their teaching skills and knowledge more effectively.
7. Teacher education and development programmes should provide a **mix of teaching and training skills, English language proficiency and subject matter knowledge**.
8. The relationship between the teacher and learner or the teacher and trainer is fundamentally important and should be based on **mutual respect and understanding**.

## Appendix 3: The British Council’s Continuing Professional Development (CPD) Framework for Teachers

This describes the teaching skills and knowledge that contribute to quality in the classroom. The framework includes three elements of teacher competence: professional practices, language proficiency and formal qualifications. The 12 **professional practices** provide a comprehensive, practice-based, and detailed view of the skills and knowledge which a teacher should demonstrate. Each professional practice is defined by a list of **elements**, which provide details of the essential aspects of skills and knowledge involved in the professional practice. The professional practices are:

- 1 Planning lessons and courses
- 2 Understanding learners
- 3 Managing the lesson
- 4 Knowing the subject
- 5 Managing resources
- 6 Assessing learning
- 7 Integrating ICT
- 8 Taking responsibility for professional development
- 9 Using inclusive practices
- 10 Using multilingual approaches
- 11 Developing 21st century skills
- 12 Understanding national policies and practice

Each professional practice is defined by a list of **elements**, which provide details of the essential aspects of skills and knowledge involved in the professional practice.

**The four stages of development** represent the knowledge and skills a teacher has in each professional practice. Most teachers will have a ‘spiky’ profile, at different stages of development in different professional practices.

<b>Stages of development</b>	
Awareness (A)	you have heard of this professional practice
Understanding (U)	you know what the professional practice means and why it’s important
Engagement (E)	you demonstrate competency in this professional practice at work
Integration (I)	You demonstrate a high level of competency in this professional at work and it consistently informs your practice

Using the CPD framework allows us, our partners and the teachers we work with to identify and track their competence in the different skills and knowledge areas, throughout a project and beyond. All our resources and training content are mapped against the framework to clearly show how their use will help teachers to develop. A graphic representation of the British Council’s CPD framework is shown on the next page.

# Continuing Professional Development Framework

Choosing professional development pathways for English language teachers

**Awareness:** you have heard of the professional practice.

**Understanding:** you know what the professional practice means and why it's important.

**Engagement:** you demonstrate competency in this professional practice at work.

**Integration:** you demonstrate a high level of competency in this professional practice and it consistently informs what you do at work.





## Appendix 4: The British Council Continuing Professional Development Framework for Teacher educators

The British Council’s CPD framework for teacher educators describes the overall competence and the kinds of professional knowledge, understanding and skills associated with the role of a teacher educator. It is used to help teacher educators, and those involved with the professional development of teacher educators, to think about and further develop the overall competence, knowledge, understanding and skills required for effective and supportive teacher education.

The framework is based on an extensive survey of research into teacher educator competence in a wide range of educational settings and covering a range of teacher educator roles. It has been refined through feedback provided by senior academics and teacher educators from around the world and working in different areas of teacher education.

The framework comprises three indicators of professional competence and four stages of development.

The indicators of professional competence are:

- ten professional practices
- seven enabling skills
- five self-awareness features.

Further details of these three areas of focus are given below and on the following page.

In addition to the three indicators of professional competence, formal qualifications and English language proficiency may also be relevant in considering the competence of a teacher educator.

The framework outlines **four stages of development** for teacher educators as listed below.

Stages of development	
Foundation	The individual has the foundation of teaching skills and knowledge on which to build his/her role as a teacher educator.
Engagement	The individual has developed his/her skills and knowledge as a teacher educator through practical experience and professional learning.
Integration	The individual has achieved a high level of competence as a teacher educator.
Specialisation	The individuals act as a point of reference for other teacher educators and as a source of expert opinion.

### **Professional practices for teacher educators**

These are the areas of professional expertise specific to the teacher educator. They are:

- Knowing the subject
- Understanding the teaching context
- Understanding how teachers learn
- Planning, managing and moderating teacher learning
- Managing and developing learning resources for teachers
- Demonstrating effective teaching behaviour
- Supporting and mentoring teachers
- Evaluating teacher potential and performance
- Research and contributing to the profession
- Taking responsibility for own professional development

Each professional practice is defined by a list of **elements**, which provide details of the essential aspects of skills and knowledge involved in the professional practice.

### **Enabling skills for teacher educators**

These are general skills, transferable across professions, which the teacher educator needs. They are:

- communicating effectively
- team-working skills
- thinking critically
- building relationships
- effective organisational skills
- increasing motivation
- leadership/supervisory skills.

### **Self-awareness features for teacher educators**

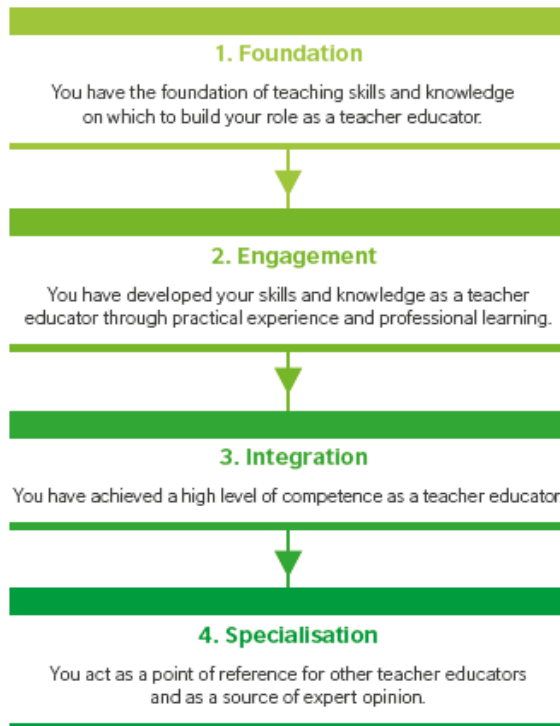
These are personal qualities which the teacher educator needs. They are:

- openness
- conscientiousness
- interactiveness
- empathy
- resilience.

Using the CPD framework allows us, our partners and the teacher educators we work with to identify and track their competence in the different skills and knowledge areas, throughout a project and beyond. All our resources and training content are mapped against the framework to clearly show how their use will help teacher educators to develop.

# Continuing Professional Development (CPD) Framework for teacher educators

## Stages of development



## Appendix 5: CEFR descriptors for informal speaking assessment<sup>11</sup>

<b>Proficient User</b>	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

<sup>11</sup> Source: [www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (page 24)