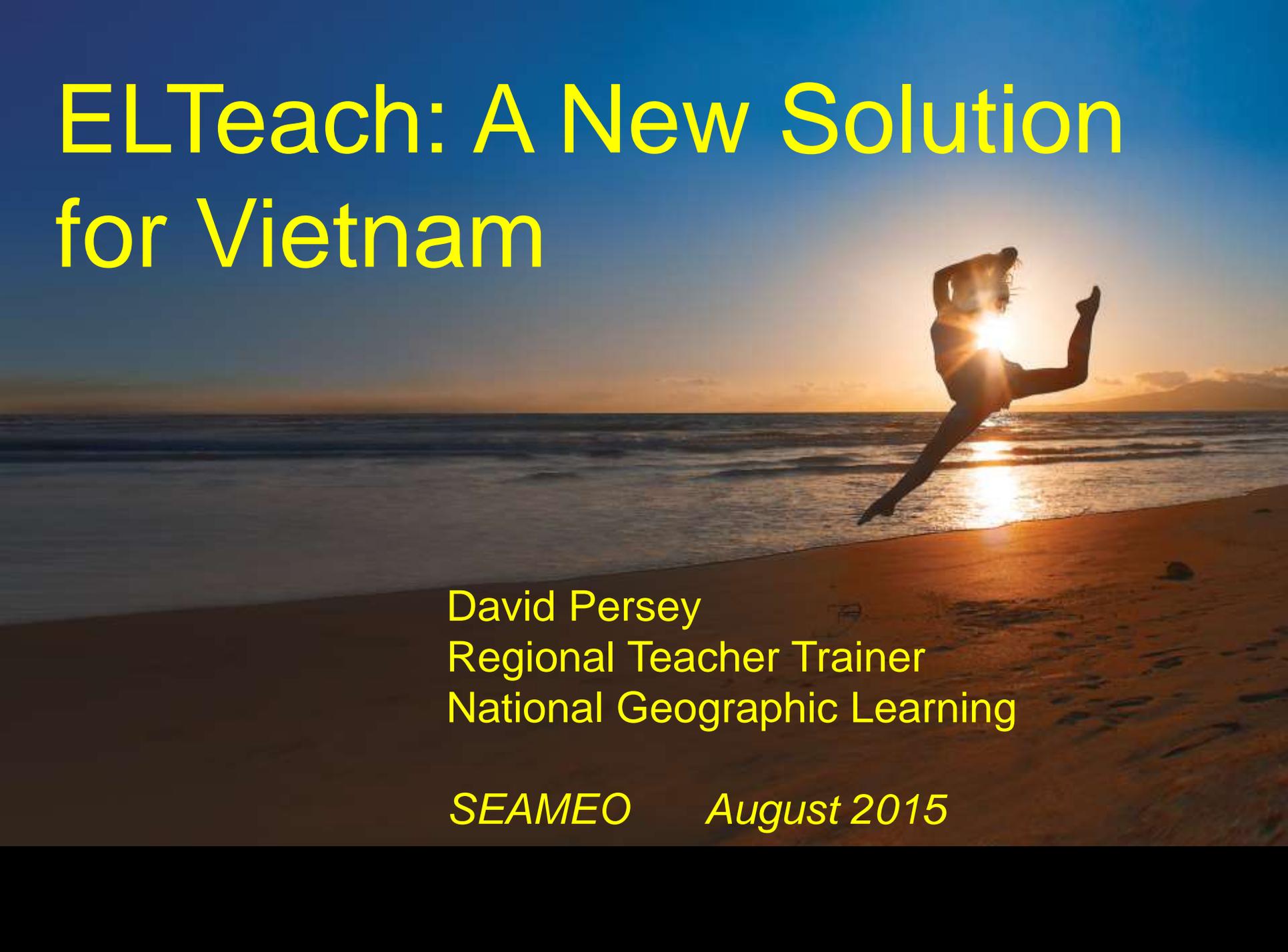


ELTeach: A New Solution for Vietnam

A person is captured in mid-air, performing a high kick on a sandy beach. The sun is low on the horizon, creating a bright silhouette of the person and a shimmering reflection on the water. The sky is a gradient of blue and orange.

David Persey
Regional Teacher Trainer
National Geographic Learning

SEAMEO August 2015

Aims of this Session

- To provoke thought and discussion on the needs of students in **today's changing world**
- To consider the needs and challenges presented by the **rising of importance English** for the today's young generation.
- To present **a solution to some of these challenges**

ASEAN 2015

An opportunity or a challenge?



Diff countries and approaches

ASEAN

ASEAN countries need to **compete**

ASEAN countries need to **communicate**

ASEAN countries need to **educate**

But what do e mean by this? – discuss. Is it scary?

ASEAN

ASEAN countries need to compete **as a bloc**

ASEAN countries need to **communicate with each other and beyond**

ASEAN citizens need to **understand each others' differences and work together**

Encouraging trends:

- New curricula
- Competency-based syllabi
- South-East Asian universities are moving up the world rankings

But...can our students communicate in English?

The job interview of the future



Communicative Competence

Discussion

Does Teacher Proficiency lead to Student Proficiency?

Is it important that teachers have a higher level of communicative fluency than their students?





“If I ask people what they want, they will say they need faster horses.”

(Henry Ford)

Barking up the wrong tree



What research tells us:

Student language proficiency increases when they are taught English using English

There is no proof that teacher proficiency leads to student proficiency

The Challenges

- 15 million English teachers worldwide
(David Graddol, British Council)

<http://www.britishcouncil.org/learning-research-englishnext.htm>

Most of these teachers do not use English for instruction

- The End of EFL
- How do we train so many teachers fast enough?
- What kind of training do they need?

TAIWAN-DEVELOPED ROBOTIC ENGLISH TEACHER MAKES ITS DEBUT

Taipei, Taiwan

A locally developed and manufactured robot that has been programmed to teach English made its debut Friday on the opening of the 15th International CALL Conference at Providence University in Taichung.

The robotic English teacher has a "head" and arms and a body that can make movements based on the movements being taught in an English class.

Vivian Wu, one of the robot's designers and an associate professor of English literature and linguistics at Providence University, said the robot's appearance was modified based on the nature of the program it is being used for.

The robot's current design caters to interactive dialogues with elementary school students, Wu said.

VIETNAM DEMANDS ENGLISH LANGUAGE TEACHING "MIRACLE"

November 9, 2011

More than 80,000 English language teachers in Vietnam's state schools are expected to be confident, intermediate-level users of English, and to pass a test to prove it, as part of an initiative by the ministry of education to ensure that all young people by 2020 have a good grasp of the language.

SOUTH KOREAN STUDENTS LEARN ENGLISH FROM ROBOT TEACHER

Daegu, South Korea

March 9, 2011



Many South Korean families spend thousands of dollars a year on English language education for their children. Students attend private academies often until late at night everyday. Most such schools hire teachers from abroad, but a team of engineers has created a robot that they hope will eventually replace foreign instructors.

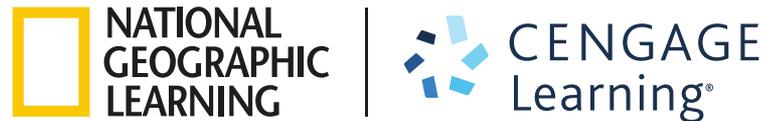
(COVER STORY cont'd next page)

strategy, which includes a focus on English, officials have said. The Common European Framework of Reference for Languages (CEFR) is used to measure language proficiency. Teachers will need to achieve a level higher than with school leavers, which is B1, a level below B2. This is worrying many teachers, who are concerned about their future.

Behind the scenes, the subject will be filled with teachers that are new graduates. The subject, new graduates will be filled with teachers that are new graduates.

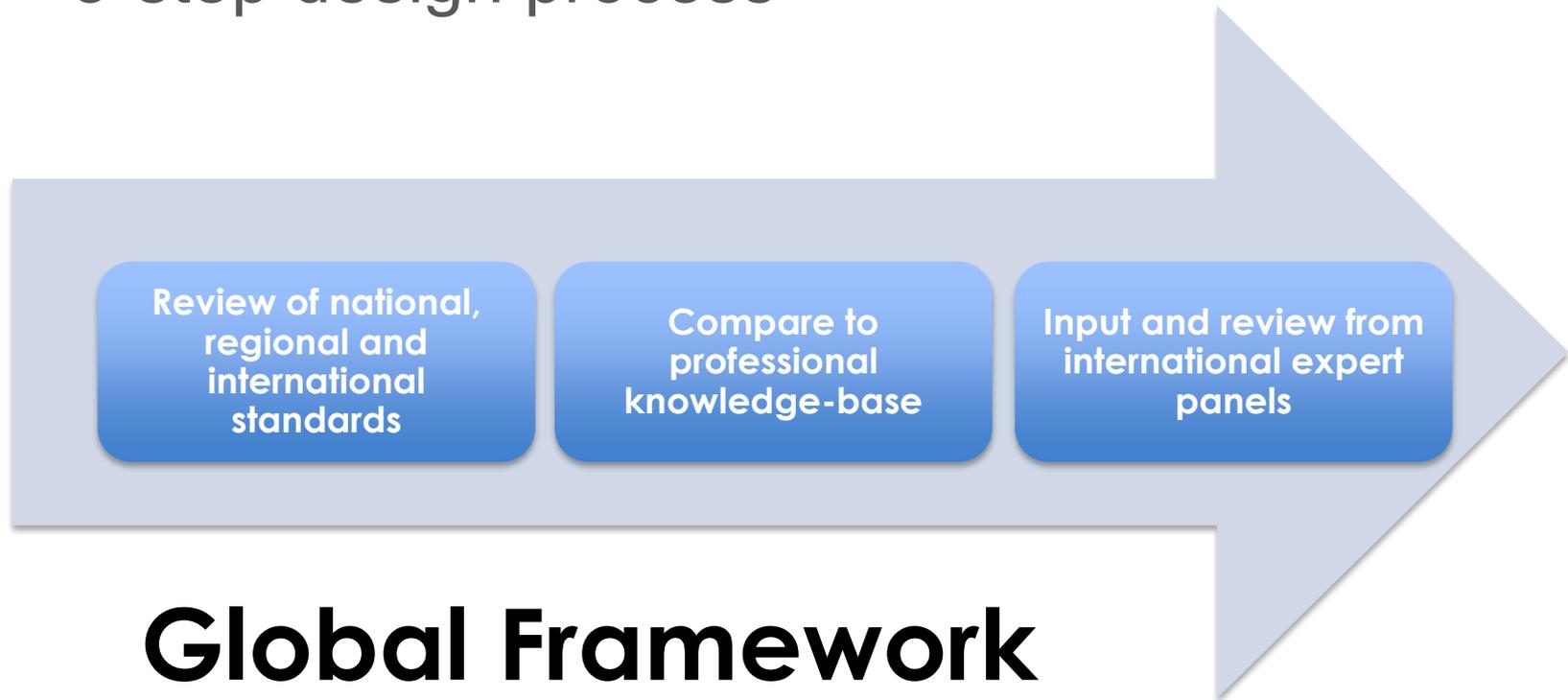
Teachers, the Literacy Programme, which was designed to help pupils acquire basic skills in English and mathematical subjects, will include English.

ELTeach



- One of the world's largest education services companies
- Operations in 20 countries worldwide
- The world's largest assessment organization
- Develops, administers and scores more than 50 million tests annually in more than 180 countries, at 9,000+ locations worldwide.

3-step design process



Global Framework

Language & Knowledge

A Global Solution

Teachers need to have the **language** and **professional knowledge** necessary to implement their national English curriculum **successfully** and **confidently** and *teach **English in English***.

ELTeach is an online, integrated Professional Development, Assessment and Certificate Program, supporting teachers of English through coursework and assessments in:

English-for-Teaching

*Professional Knowledge
for ELT*



COURSEWORK



ASSESSMENT



REPORTING

ELTeach

- Supports teachers to teach English in English
- Builds teachers' confidence
- Is online, scalable, and cost-effective
- Provides comprehensive coursework and assessment
- Has measurable outcomes



International Panel of Experts

Led by Professors Donald Freeman, Anne Burns, and Anne Katz, panelists from 13 countries shared their insights and experience to help shape the *ELTeach* course content and ensure that it is both globally and locally relevant.





English-for-Teaching:

Includes approximately 50-60 hours of self-paced, online instruction, giving teachers the specific classroom language they need to teach confidently in English.

Teaches language for:

- Classroom Management
- Understanding and Communicating Lesson Content
- Assessing Student Work
- Giving Feedback

English-for-Teaching is an ESP course

ESP = English for Specific Purposes

General Proficiency

VS

Classroom English Proficiency

Video of EFT

Principles of *English-for-Teaching*

- The classroom teacher is the key to _____ learning.
- Students of English learn best when their teacher teaches them in _____.
- Teachers of English learn best when they make connections between what they are studying and their _____.
- Confidence in language used leads to professional confidence and _____.

Principles of *English-for-Teaching*

- The classroom teacher is the key to **student** learning.
- Students of English learn best when their teacher teaches them in **English**.
- Teachers of English learn best when they make connections between what they are studying and their **classrooms**.
- Confidence in language used leads to professional confidence and **competence**.

Language for teaching tasks

Motivating students

Checking student understanding

Summarizing the day's lesson

Motivating students

Good job!

Don't give up!

You're doing great.

You can say that in English.

Try that in English.

Don't worry; take your time.

Don't worry; I'll explain it again.

Keep trying!

You can do it.

Just do your best.



Managing the Classroom B

Directing Students: Preview 1

Read the text.



You can give directions for classroom activities in English. You can use short phrases that are easy for students to understand.

In Unit 3, you will:

- ask students to sit down and stand up
- direct students to move around the classroom
- prepare students for the next activity or break
- respond to student questions about directions

Submit

Global Pilot



7,610 teachers
10 ministries
224 coordinators
4,333 assessments

*as of March 8th 2013

In 2012, English–language instructors in 14 countries participated in a global pilot of ELTeach.

Here are their experiences.

Highlights of Vietnam Implementation Report

**Any
Questions?**

