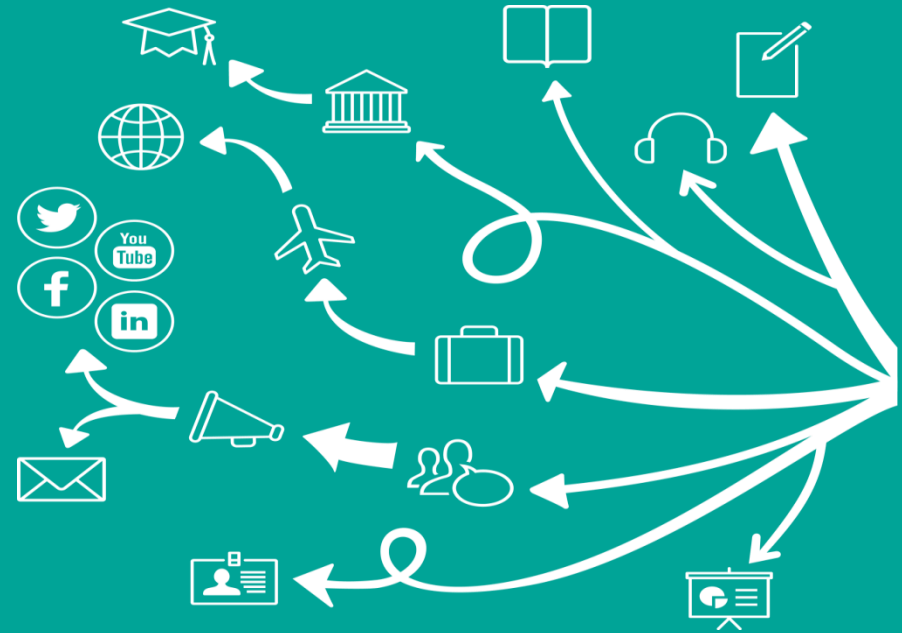
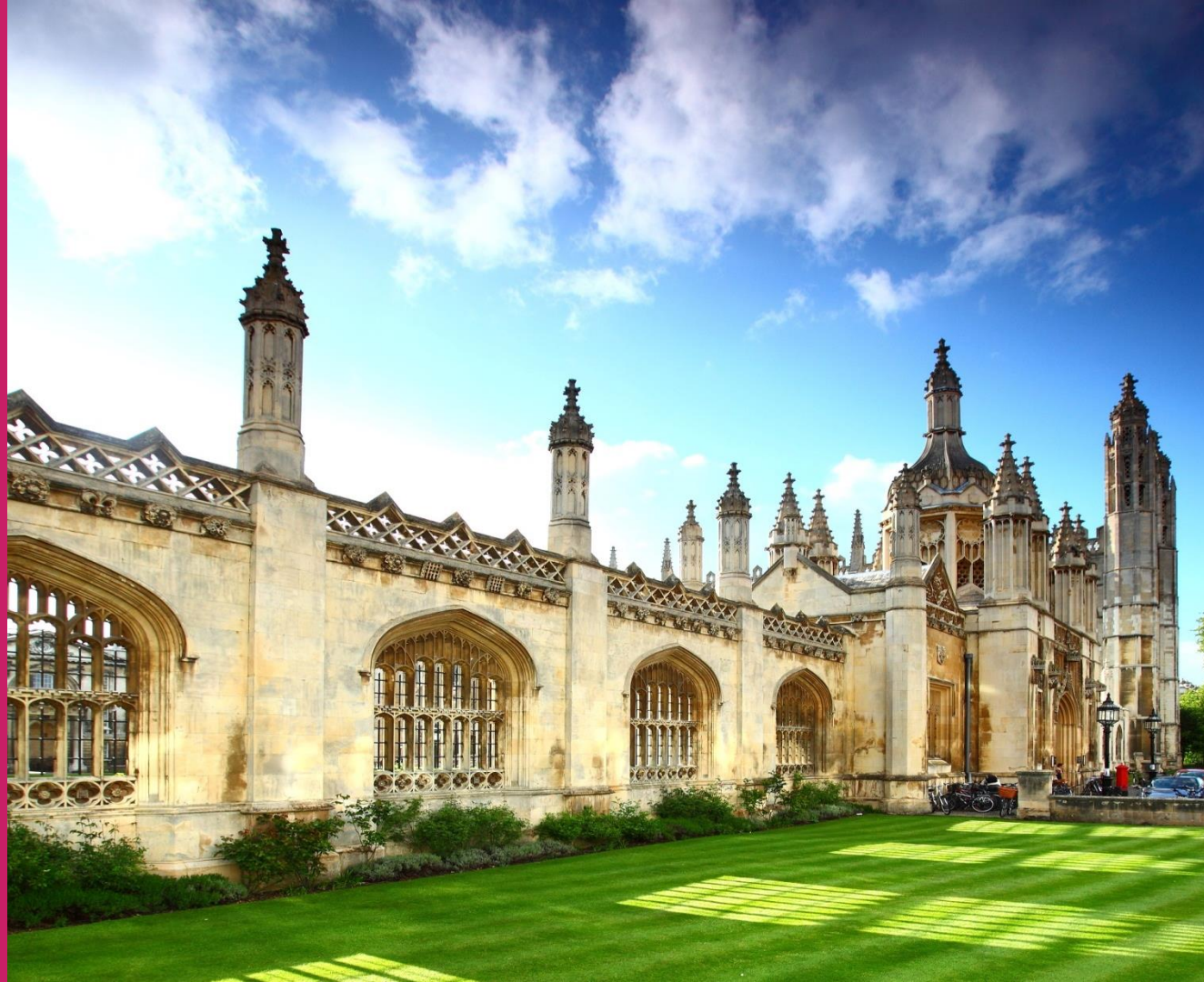

English for the next billion: Equal language access for the underserved

Michael Carrier
Cambridge English



Who are the
next billion?



Who are the next billion?



What do they need?

- Education, employment, mobility
- Access to global knowledge
- Connectivity
- English
- Academic support @ secondary level
- Study readiness
- Mobile banking

Gender issues - "To achieve the economic expansion we all seek, we need to unlock a vital source of growth that can power our economies in the decades to come... By increasing women's participation in the economy and enhancing their efficiency and productivity, we can have a dramatic impact on the competitiveness and growth of our economies." *Hillary Clinton*



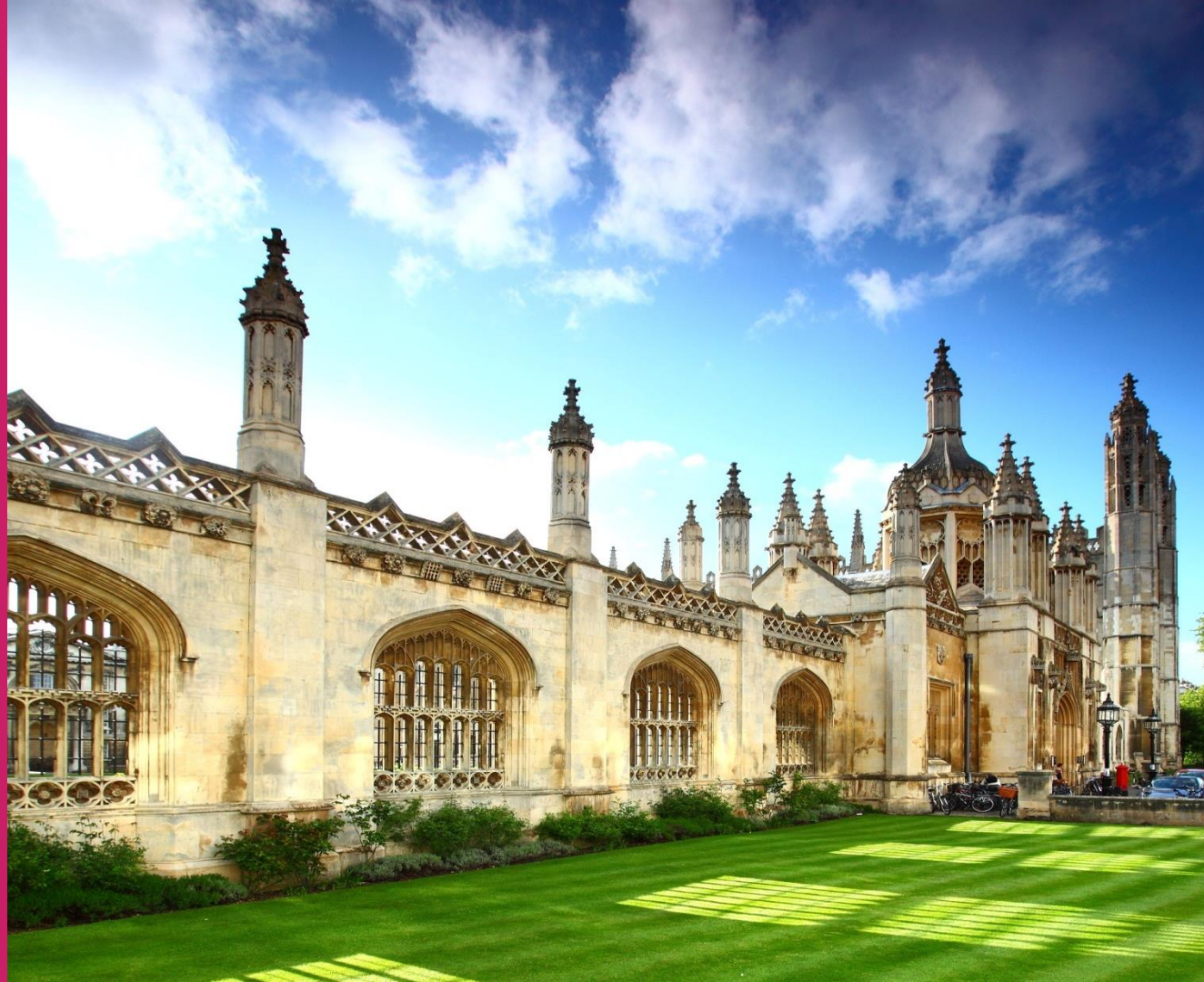
Intel's Vision

"This decade we will create and extend computing technology to connect and enrich the lives of every person on Earth."

—Paul S. Otellini,
CEO and President,
Intel Corporation



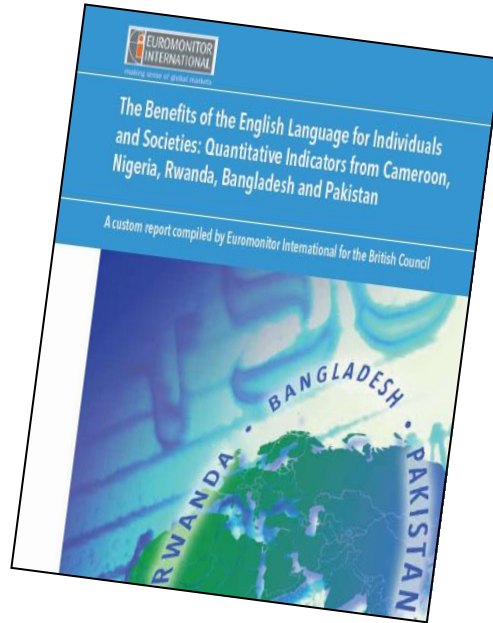
Challenges & Equity



Issues

Ideological issues:

- MTB-MLE
- EYE
- Digital divide
- ELF
- Linguistic imperialism



Funding issues:

- Insufficient UK capacity building budget for English
- Lack of Aid / NGO support for language learning
- DFID sees ELT as 'elitist'
- EU (eg GIZ) more supportive
- Dependencies – infra, TT, content, data

Challenges & Equity

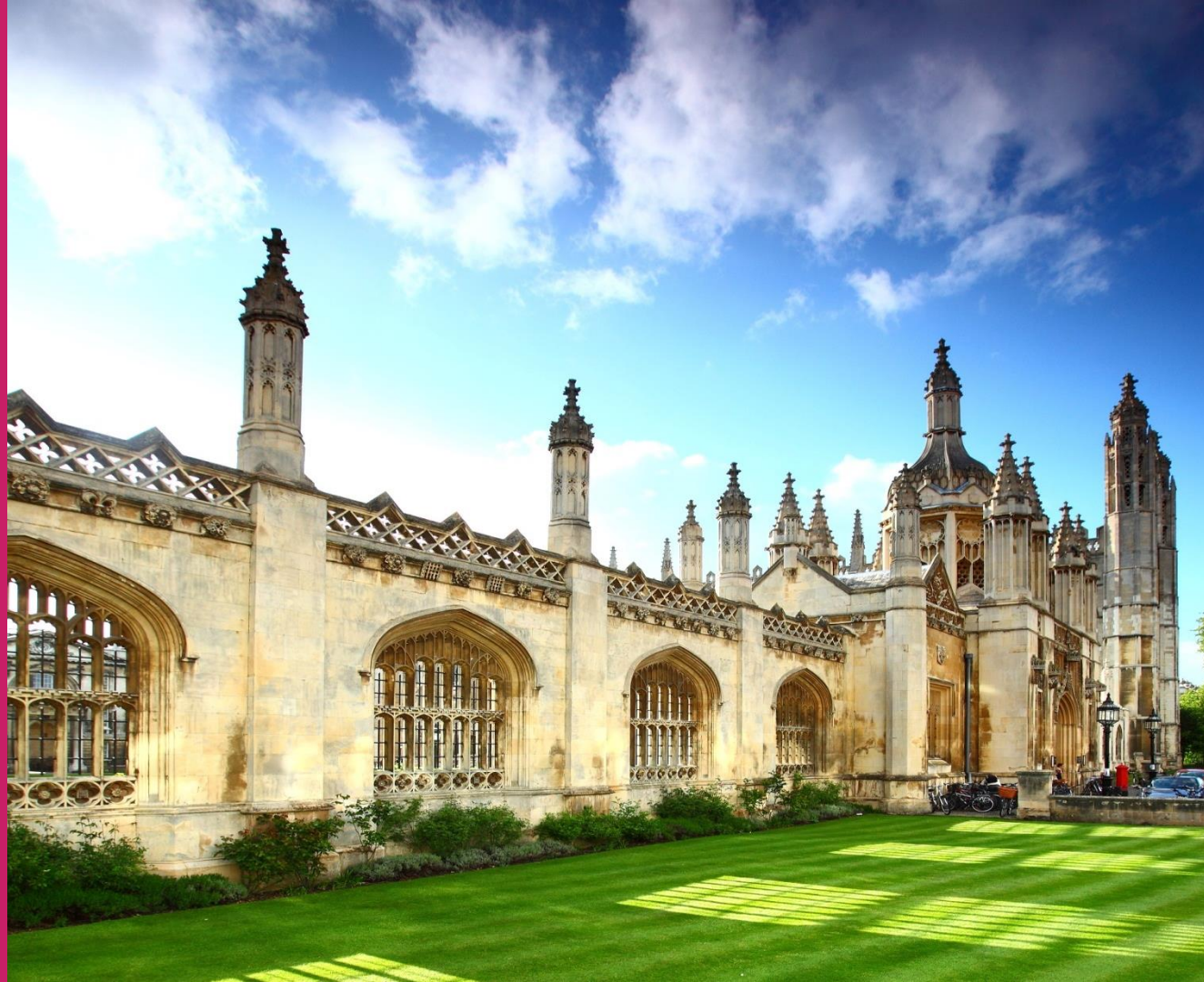
Is it lack of learners' access to:

- School attendance
- Teacher provision
- Teacher quality
- Curriculum quality
- Learning materials
- Classroom technology
- Connectivity
- Assessment appropriacy
- High levels of outcome
- TNE/HE aspiration

Educational deficits may include:

- Shortage of teachers
- Low language proficiency
- Low salaries / better jobs in business
- Quality / Incomplete training
- Shortage of materials
- Mismatch between secondary exit and tertiary needs
- Mismatch between final assessment and curriculum (washback)
- EMI skills gap in HE
- Political obstacles

Tech solutions



Innovations in power & infrastructure

Infrastructure:

- Solar power
- Lifepayer
- Fibre optic - Ceibal
- Videoconferencing



Classroom:

- Offline server / wifi
- One-to-one (e.g. OLPC, Classmate....)
- BYOD
- Netop management
- Mobile



Innovations in device access - Mobile learning

Technology	IVR	MESSAGING		MOBILE WEB		APPLICATIONS
	VOICE	SMS	USSD	GPRS	BLUETOOTH	WiFi
	LOW END			FEATURE		SMART

It's not only about Smartphones...

- Feature phones
- SMS / text
- IVR
- Audio
- TV link

But Smartphone penetration growing rapidly...

- 43% global mean, 37% in emerging economies (Pew Research)



ASR translation



Augmented & Virtual Reality

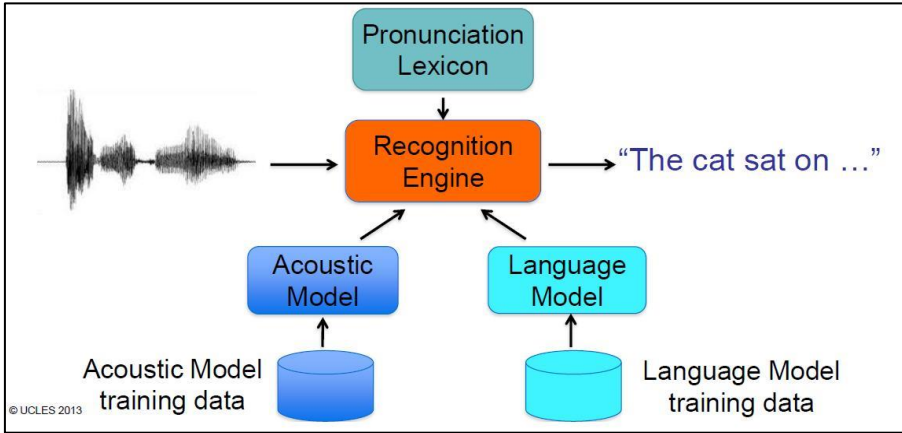


Meet Pilot

The world's first smart earpiece which translates between users speaking different languages



Automated Assessment – ALTA Institute

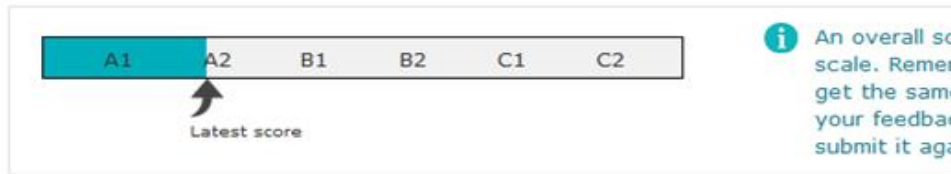


ASR for:

- Remote speaking practice
- Remote oral assessment
- Remote knowledge



Overall score



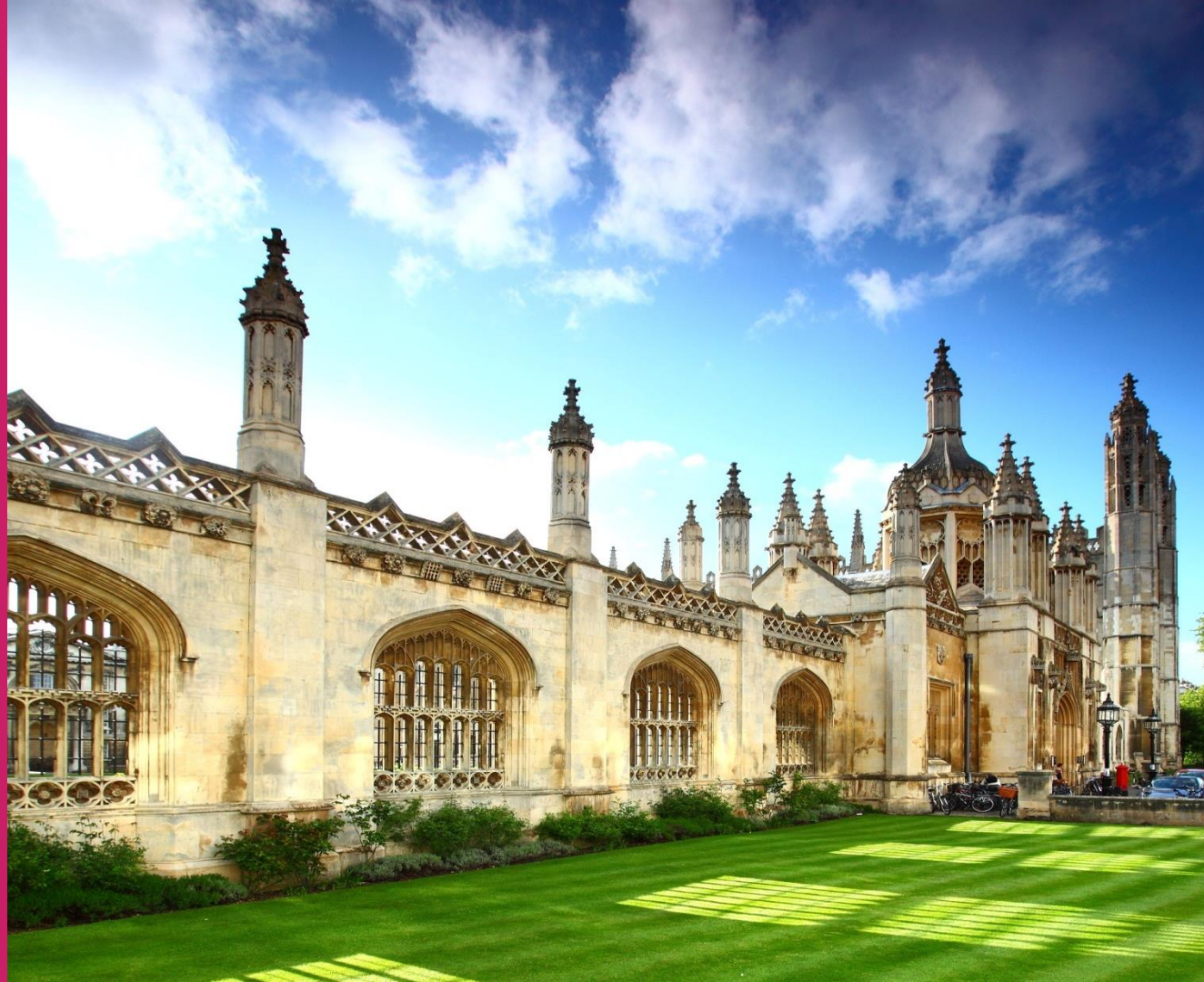
Detailed feedback [\(Help\)](#)

- Combined**
- Error feedback**
- Sentence feedback**

Sentence background colours give you an idea of the general quality of each sentence. Pale yellow suggests the system believes the sentence is acceptable but may have a few problems. A red box indicates that explanations or corrections are available for a word. An orange box indicates words that might need attention to improve your writing. A suggestion.

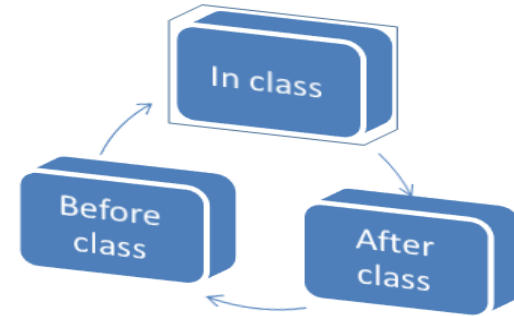
Computers changed my lifestyle, my **opinion** about the world.
I think it **effects** life more than you thinking.
I first **bought** **computer** as I was **in** university.
Internet was something amazing for me.
I use Google and Facebook.
I like I can have every **informations** I need whenever I want.
I like I can contact with anyone who is from any country when I want
I meet a lot of **peoples** **on** **internet** and I am **interesting** in them.
I learn **lot** about their culture by speaking them **on** **internet**.
I wasn't imagined this before.

Pedagogical solutions



Innovation in pedagogy

- In/Out of class balance (OOC)
- Blended learning
- Mobile learning
- 1:1 classrooms
- Flipped classroom
- MOOC
- Remote teaching
- Adaptive learning / Big data
- Personalisation
- Collaborative assessment
- Learning-oriented assessment (LOA)



	Informal learning	Formal learning
Group-oriented	Constructivist content creation	Teacher-led (inc. remote)
Self-study	Self-directed digital	1:1 device groups



1:1 learning & OOC

Before Class

Activities:

- Reading & Listening activities
- Study text
- Learn vocab online
- Grammar in Use activity with Apps

In Class

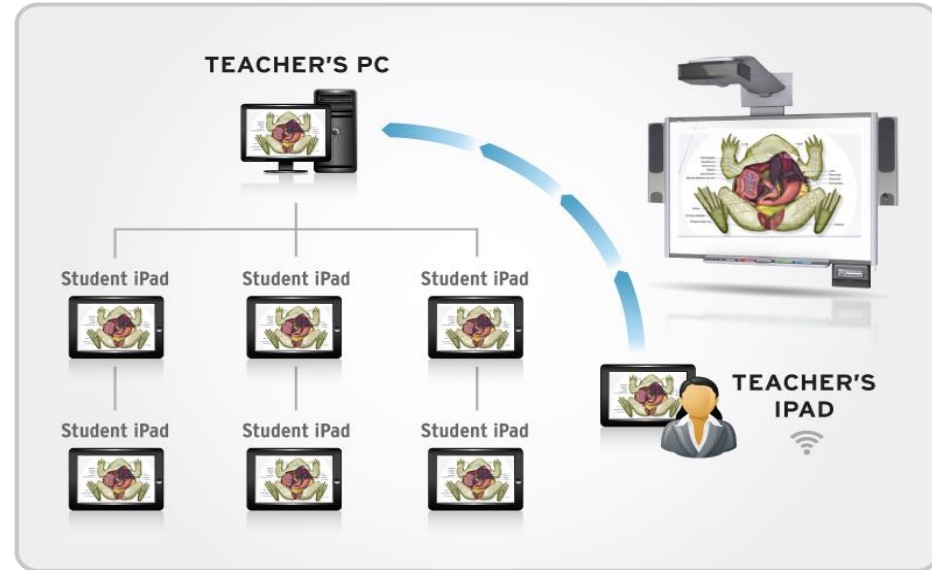
Activities:

- Speaking activities
- Pairwork
- Concept questions
- Communication activities, games, storytelling
- Mentoring

After Class

Activities:

- Writing
- Comprehension questions
- Online workbook
- Practise vocab with Apps
- Formative assessment



Supporting the teachers

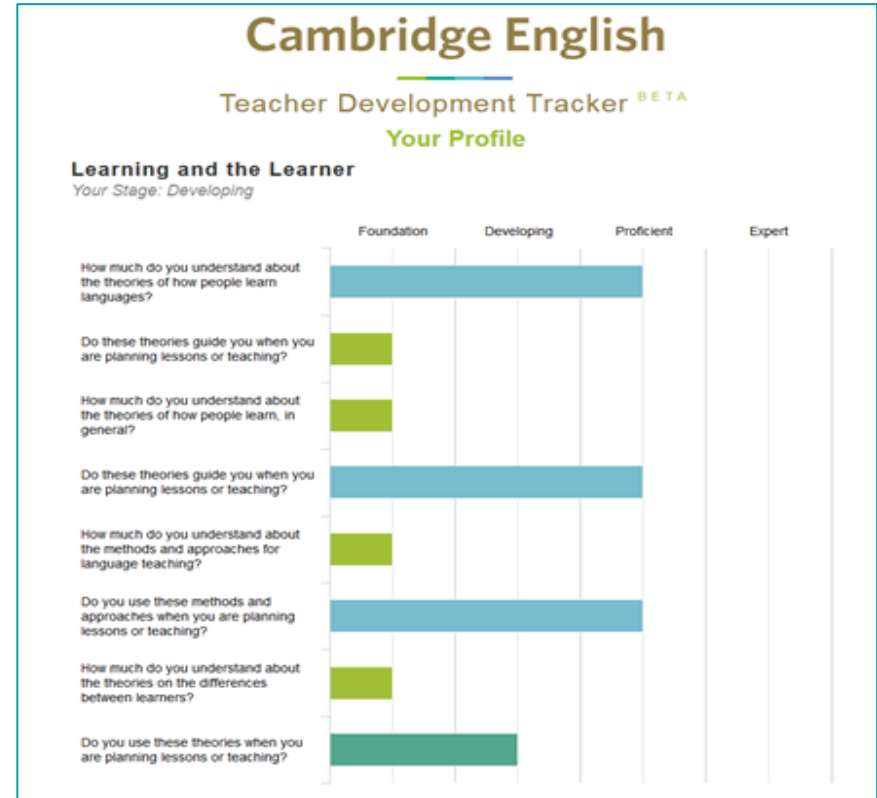
The digital teacher:

- Frameworks
- Competencies
- TPACK & SAMR
- Loop input - Online teacher training

TEACHERS
with
49 hours
OF PROFESSIONAL
DEVELOPMENT
can
BOOST
student results **20%**

Source: Wolf, Daniels, Ling, Scarsley, and Shapley, 2007, page 18.
intel.com/forward

The advertisement features a blue background with white and yellow text. It includes a silhouette of a teacher with a laptop and two student silhouettes at the bottom. A large blue arrow points from the text 'BOOST student results 20%' towards the right.



Cambridge English Teaching Framework

	Foundation	Developing	Proficient	Expert
Learning and the Learner	<ul style="list-style-type: none"> Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, Learning and Assessment	<ul style="list-style-type: none"> Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language Ability	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language Knowledge and Awareness	<ul style="list-style-type: none"> Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials. 	<ul style="list-style-type: none"> Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials. 	<ul style="list-style-type: none"> Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials. 	<ul style="list-style-type: none"> Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.
Professional Development and Values	<ul style="list-style-type: none"> Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs. 	<ul style="list-style-type: none"> Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement. 	<ul style="list-style-type: none"> Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher, and can support other teachers. 	<ul style="list-style-type: none"> Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.

EMI training

Cambridge English Certificate in EMI Skills

English as a Medium of Instruction

Helps Higher Education Institutions (HEIs) to deliver courses successfully in English

This English language course is for academic staff whose first language is not English. It helps improve teaching quality and supports internationalisation.

Key Facts

CEFR** Level requirement	B1 and above
Format	Online course Face-to-face tutor input
Hours	40
Assessment	In-course progress tests



Overview and outcomes

Our *Certificate in EMI Skills* course is for higher education teaching staff. It improves English language proficiency, develops awareness of students' language issues and explores different methodological approaches to instruction in a foreign language.

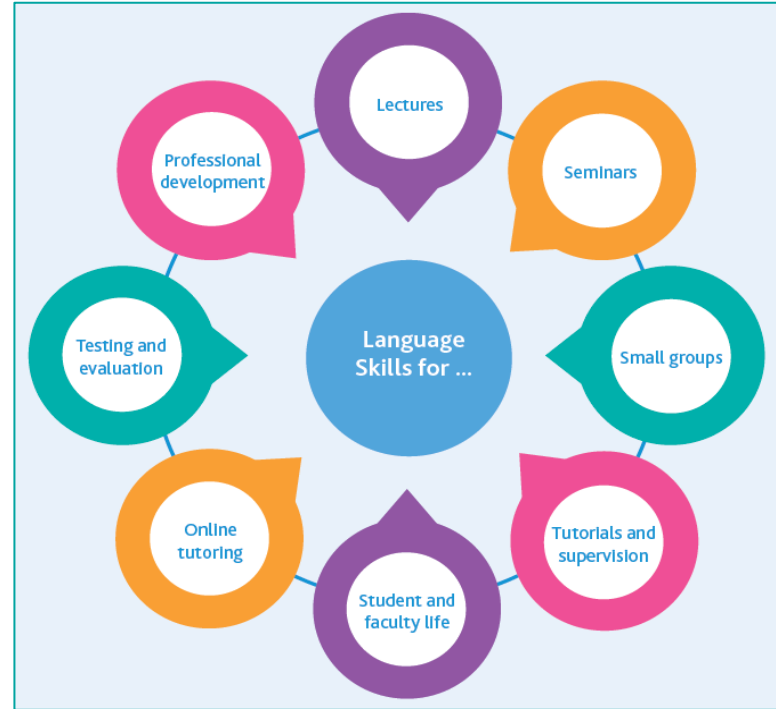
By the end of the course, participants will:

Course outline

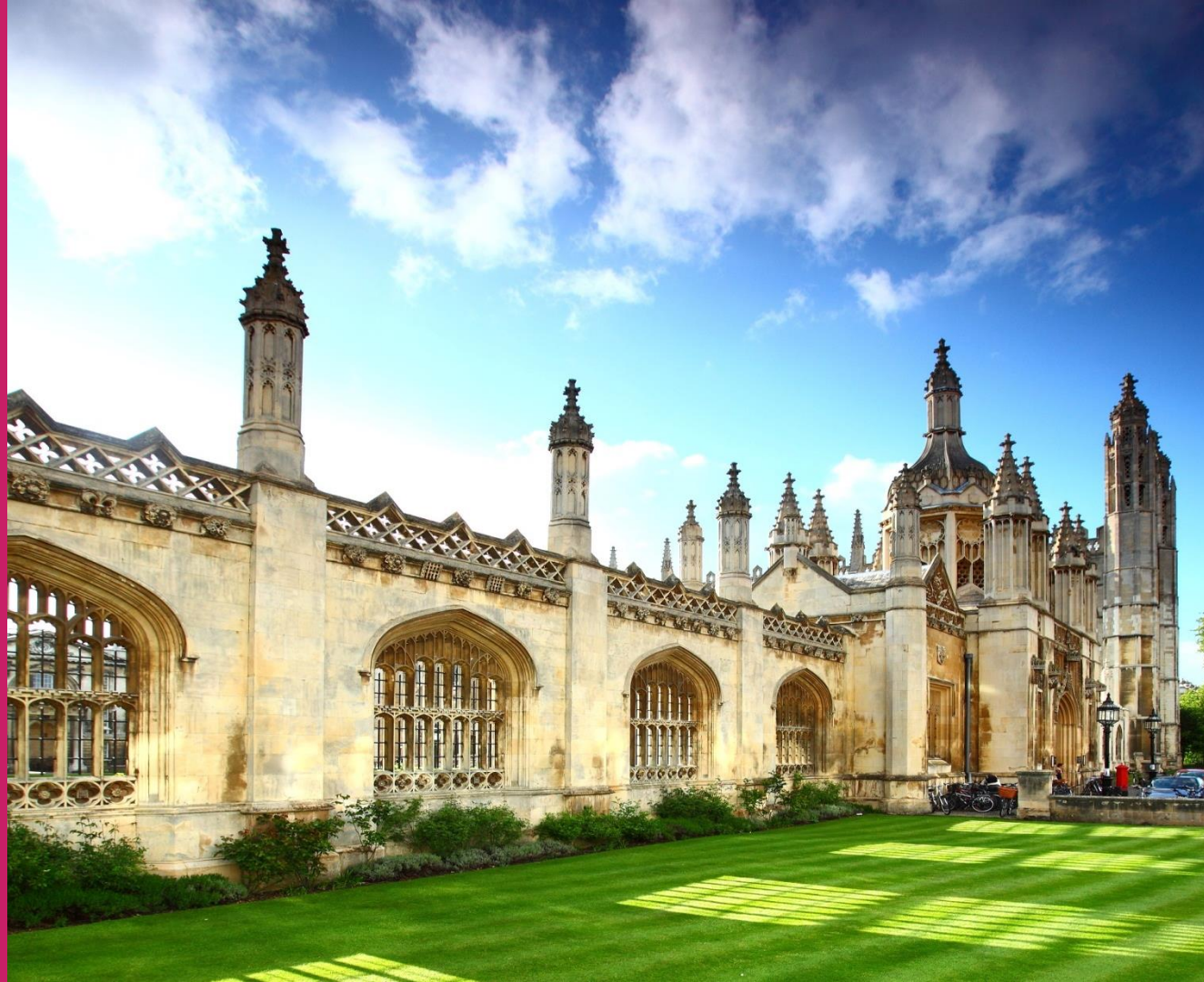
Flexible online course content

Participants will use content from a range of academic disciplines to learn the language they need to teach with confidence. The eight modules have a practical, communicative focus and can be completed in any order.

- Module 1 – Language for lectures
- Module 2 – Language for seminars
- Module 3 – Language for small groups and practical sessions
- Module 4 – Language for tutorials and supervision
- Module 5 – Language for communicating online
- Module 6 – Language for evaluation and feedback
- Module 7 – Language for developing and extending professional roles
- Module 8 – Language for fulfilling professional responsibilities



Serving the under-served



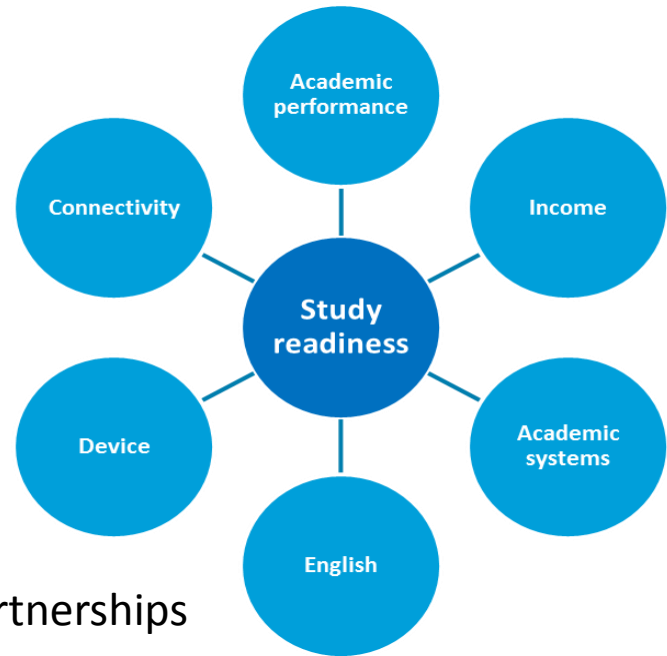
CSV - Influence & Impact

Government/Ministry/NGO:

- Language policy for FL standards & TT
- Large scale EL teacher development
- Revise ending assessment (washback)
- Introduce EMI in secondary
- NGO support for language development
- Scholarships classed as Aid

ELT sector:

- Commitment to remote learning
- Build UK ELT brand in new markets via CSV partnerships
- Develop capacity building consortia
- Open source to reduce TCO: eg curriculum, TT MOOCs, materials



Take Aways:

- 1 The Next Billion need **equitable access to English** language education to a higher level than currently available
- 2 The Next Billion need more **investment in teacher capacity**, to help them achieve study readiness
- 3 The Next Billion need **connectivity** to gain equitable access to global knowledge, skill development & mobility
- 4 It's in our interests to provide remote learning and capacity building – to bring them up to Study Readiness

Thank you!

More info:

Carrier.M@cambridgeenglish.org

EMI: www.cambridgeenglish.org

PDF: www.michaelcarrier.com

