



# Investigating English Language Teacher Proficiency in State Secondary Schools in Sri Lanka

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## List of Abbreviations and Acronyms

ACEID	Asian Conference on Education & International Development
ALTE	Association of Language Testers in Europe
ARG	Assessment Research Group
BC	British Council
BLISS	Bihar Language Initiative for Secondary School
CC	Consultants' Core Team
CEFR	Common European Framework of Reference
CLIL	Content and Language Integrated Learning
CPD	Continuing Professional Development
DfID	Department for International Development
EALTA	European Association of Language Testing and Assessment
EFL	English as a Foreign Language
EFT	English for Teaching
EIKEN	Japanese national test of English language proficiency
ELP	European Language Portfolio
ELT	English Language Teaching
ELTJ	English Language Teaching Journal
EMI	English Medium Instruction
EPI	English Proficiency Index
EPOSTL	European Portfolio for Student Teachers of Languages
ESL	English as a Second Language
ESP	English for Specific Purposes
FCO	Foreign and Commonwealth Office
FG	Focus Group
GoSL	Government of Sri Lanka
HKIED	Hong Kong Institute of Education
IATEFL	International Association of Teachers of English as a Foreign Language
ID	Identity
IELTS	International English Language Testing System
ITE	Initial Teacher Education

ITT	Initial Teacher Training
KMK	KultusMinisterKonferenz
KR	Kuder Richardson
L1/L2	First Language/Target Language
LPATE	Language Proficiency Assessment for Teachers of English
LSP	Language for Specific Purposes
MEB	Madrasah Examinations Board
MFL	Modern Foreign Language(s)
MoE	Ministry of Education
NEC	National Education Commission
NIE	National Institute of Education
NILE	Norwich Institute for Language Education
N(E)S	Native (English) Speaker
NN(E)S	Non-native (English) Speaker
OECD	Organization for Economic Co-operation and Development
PEELI	Punjab Education and English Initiative
PGCE	Post Graduate Certificate in Education
PGDE	Post Graduate Diploma in Education
PH	Pädagogische Hochschule (Teacher Training University in Europe)
RESC	Regional English Support Centre
RR	Regional Researchers
SLBFE	Sri Lanka Bureau for Foreign Employment
TEA	Testing, Evaluation and Assessment
TEFT	Test of English for Teachers
TGESE	Trinity Graded Examinations in Spoken English
TL	Target Language
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English as International Communication
ToRs	Terms of Reference
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
WL	World Language

## Executive Summary

- According to a survey of 412 teachers from across Sri Lanka, the proportions of English language levels among English teachers within the secondary school system in Sri Lanka are:  
A2: 5%, B1: 36%, B2: 48%, C: 10%
- Most teachers in the sample are at the B levels in the CEFR. Listening is B2 among the biggest group (38%), Reading is B1 among 39% of them, Speaking is B1 or B2 among most teachers (44% and 41% respectively), and writing is B2 among 51% of the teachers. This homogeneous level of achievement can be said to account for the modest correlations with other variables.
- Urban schools have proportionately higher levels of achievement compared to semi-urban, which are higher than rural schools.
- The highest proportion of C candidates are in Central, North Central, Sabaragamuwa, Southern and Western areas. The North did not have any teachers who achieved C.
- The younger the teachers, the higher the CEFR level they achieved.
- The number of years of ELT experience seems to correlate negatively with level of proficiency.
- The higher the O-level and A-level results, the higher the CEFR level achieved.
- Teachers welcome standards for language ability.
- They are motivated and interested in developing their language ability further, given support and time to do so.
- Language levels among English teachers in Sri Lanka are relatively high compared to other neighbouring competitor countries. Compared globally, language levels could be higher.

At 94% B1 and above and 58% B2 and above, the proficiency levels evidenced by this study are higher than many neighbouring or competitor states. However, for Sri Lanka to be competitive against countries with higher levels and/or much larger populations, there is a need to produce learners with as high proficiency levels as possible. At the same time this needs to be done in a way that supports teachers and leads to positive quality changes within the education system.

**Recommendation 1:** Set professional and linguistic standards for secondary English teachers with a required proficiency level of CEFR B2.

**Recommendation 2:** Incorporate statement of standards into the General Education Policy.

**Recommendation 3:** Convene a working group to develop and deliver action plans for systemic change to achieve target levels island-wide, throughout pre and in-service teachers by 2030. This working group may include but is not limited to MoE Quality Assurance Council, UGC, NEC, NIE.

**Recommendation 3.1:** Consider language ability when assigning teachers to schools in provinces with lower average CEFR levels.

**Recommendation 3.2:** Develop an incentive programme for teachers.

**Recommendation 3.3:** Incentivise language development in ITE by including language development courses with a specified target level of B2 by graduation. Non-achievement of B2 on a recognised standard test delays graduation until that target is achieved.

**Recommendation 3.4:** Commission language learning resources to be made available to teachers that will enable them to develop their own language ability.

**Recommendation 3.5:** Commission a series of CPD courses to be delivered live across the country to all teachers that focus on:

1. Language development
2. Using speaking in class
3. Autonomous language learning.

**Recommendation 3.6:** Integrate strategies for developing teachers' autonomy as teachers, and as language learners in to all CPD activities. Ensure that autonomy development underlies the CPD programme.

**Recommendation 4:** Introduce a testing tool reliably linked to CEFR levels to assess and monitor teacher language proficiency.

**Recommendation 5:** Convene a working group within NEC to CEFR-link the national English curriculum for both primary and secondary education.  
Background



## 1. Background

The British Council Sri Lanka's 'Transform' Project is an education reform programme established on the basis of a Memorandum of Understanding signed by the Ministry of Education (MoE) of the Government of Sri Lanka (GoSL) and the British Council. It consists of five 'results areas': Professionalisation, Quality Assurance, Transitions, Research, Evaluation and Learning, and Strategic Communications.

The *Survey of English Teacher Language Proficiency*, under the technical direction of NILE in collaboration with our UK colleagues, TransformELT, is part of the work being carried out under Results Area 4, 'Research, Evaluation and Learning', and has been informed by the work already done in Results Area 1, 'Professionalisation'.

NILE was appointed as technical lead for this part of the overall project in March 2018 following a proposal submitted in February 2018 by Dave Allan, President, NILE, for NILE to be the lead body in a project team involving specialists in this field from both NILE and TransformELT, who are close, long-term colleagues in Norwich, UK, often working collaboratively with NILE.

The formal focus for NILE's survey of Sri Lankan state school teachers' English proficiency (also known in some documents as T-Test and TEA-Test) was defined as follows:

*This project will support the MoE's aims to enhance primary and secondary EFL teachers' ability to plan, deliver and evaluate quality learning outcomes. While there is recognition of the need for improved language proficiency of teachers and for data on the current levels of proficiency, there is little or no evidence of the level of English language proficiency of English teachers. This project will provide that data.*

from the TRANSFORM Grant Manual 2018-2019

This report was stimulated by the English Impact report (Shepherd & Ainsworth, 2018) which found that 58% of the students sampled achieved A1 CEFR level in the English language assessment, with another 30% achieving A2 level. Of the skill areas measured, listening achieved the highest mean score. Almost 40% of students achieved B1 level, while 48% achieved at A2 level. Reading achieved the second highest scores with just over 56% of students achieving A2 level. Speaking and Writing received the lowest performance scores for the productive skills. There were clear effects of socio-economic status on language learning motivation, with students from more advantaged backgrounds reporting higher motivation in all examined areas than their peers from less advantaged families.

These results were considered to be low, and one of the questions stimulated by English Impact was what issues might be producing these results. Was there an issue with teacher proficiency? The main aim of this report was to conduct benchmarking research, including: a similar nationwide survey of teacher language ability, comparing language abilities of secondary school teachers in Sri Lanka to those in other countries, prioritizing competitor countries in the region, and suggesting a roadmap in the form of recommendations for improvement.

The two main UK consultants leading on the TEA-Test project were:

Dave Allan, President, NILE, with main responsibility for the design of the testing process, the sampling procedures, the analysis of the datasets deriving from the test results and the evaluation of the implications of those results with reference to evidence from other countries' English language proficiency standards; and

Alan Mackenzie, Director TransformELT, who was responsible for survey design, delivery and evaluation, as well as the interpretation and evaluation of the results of both the descriptive and the multiple regression analyses linking the test results to a range of key questions identified for the survey documents. He also conducted multiple focus group interviews in Sri Lanka.

On the BC Sri Lanka side, Louise Cowcher, Director Education, was the overall head of the Transform Project, while Lesley Dick and Norma Swynghedauw were designated as Project Managers for the TEA-Test component. The British Council Exams teams actually conducted the test and the participants, rooms, travel arrangements and other logistics were arranged by the Provincial Education Departments in each area, coordinated by the Ministry of education who also provided the appropriate permissions for participant teachers to take part.

## 2. Methodology and Research Approaches

The overall approach was straightforward: using a statistically significant representative sample, conduct a study of the English language ability of English teachers within the secondary school system. As well as choosing, delivering and analysing a standardised test, 'Aptis for Teachers', we also arranged for test candidates to complete a survey on teachers' attitudes, motivations, learning histories and beliefs, and triangulated this with a series of focus group discussions. We also carried out a literature review covering the main focus areas of the project (Appendix IV).

### 2.1 Research Questions

Our initial desk work and subsequent decisions on overall approach and methodology sought to address the questions below, covering both the broad project goals as identified by the ToRs and the more specific questions involved in the issues around the relationship between levels of language teacher proficiency in the target language and the implications of those levels with regard to teacher efficacy.

Our primary aim was to give a snapshot of English language teacher proficiency and explore teacher attitudes and beliefs, as well as exploring potential directions for national policy regarding proficiency levels in Sri Lanka compared to existing benchmarks within the regional and global context:

- What are the current English proficiency levels of secondary state school teachers of English in Sri Lanka?
- How does the situation of English language teacher proficiency in Sri Lanka compare to neighbouring 'competitor' countries and other education systems around the world?
- What levels of teacher language proficiency should Sri Lanka target in future?
- To what extent do teachers' histories, beliefs, identities and motivations influence their personal language development?

### 2.2 Data Collection

To determine the English teachers' levels of proficiency in English, the 'Aptis' test in its tailored variant for teachers of English, 'Aptis for Teachers', was chosen.

Aptis for Teachers is an English assessment tool developed by the British Council, which is designed specifically for the education sector. It can be integrated into existing systems and managed locally, enabling teachers' English levels to be established, tracked over time and the success of training programmes to be measured effectively. The test content of Aptis for

Teachers relates specifically to teachers, and questions tap into themes and scenarios that teachers come across every day. As a result, questions are familiar to them, allowing them to focus purely on the language rather than the context of the questions.

Aptis for Teachers comprises a language knowledge module (grammar and vocabulary) which is combined with separate skills modules (listening, speaking, reading and writing). Tests are taken in packages and different test components can be taken together.

The tests used to assess the English language proficiency of secondary teachers in Sri Lanka was a package of test which covered all 4 skills, listening, speaking, reading and writing. The test was 'localised', so as to cover topics and text types appropriate to the teachers being tested.

The tests were delivered on tablets by a team appointed by the British Council and the results sent to the UK consultants for analysis and evaluation both for levels of language proficiency in CEFR terms and for linking with the results from the teachers' survey and the focus groups.

Aptis for Teachers has a well-documented track record in the region, having been used for similar purposes in different states in India, in Malaysia, Pakistan, South Korea and the Philippines. In a 'second-phase' delivery of the test in Malaysia to measure hoped-for progress after a period of training, a specially designed 'top end' to differentiate more effectively at 'C' level was developed. This delicacy of discrimination at the top end of 'C' level was not felt to be needed in the Sri Lankan context at this stage, but could be desirable in future testing to measure any long-term improvements in English teacher language proficiency in Sri Lanka.

The practical constraints of logistics and budget meant that the testing of the entire Sri Lankan English teacher workforce was not possible (nor was it expected) within the context of the present TEA-Test project. Ensuring proper sampling, so as to get a truly representative sample of the target population, was thus a critical issue. The specifics of the sampling approach are dealt with in the following section.

The other main form of data collection was a digital survey. Its focus areas were discussed and agreed with the British Council project team, so as to identify what teacher-specific data and evidence of teachers' views would be most useful. Each teacher tested was also asked to respond to the survey.

The 'Aptis for Teachers' test results were linked to the items in the survey by the use of a unique identifying number (UIN) for each teacher tested. This allowed us to carry out both descriptive and inferential analysis of the data set, including the use of multiple regression to establish factors of major and greatest significance. The survey questions are itemised in Appendix II along with details of the data analysis.

In addition to developing appropriate sampling procedures and agreed testing and survey instruments, desk work was carried out in the UK at different stages between April 2018 and September 2019. This involved a survey of the English proficiency levels required and/or desired of secondary state school teachers of English in the Sri Lanka region and elsewhere in the world. It also sought to explore the levels of English to be found in countries where Sri Lankan nationals might wish to be employed, given their possession of the other required professional or vocational qualifications, skills and experience.

Some of this information proved surprisingly difficult to acquire in any easily comparable forms. While the English First English Proficiency Index (EF EPI) has regularly updated statistics for national levels of English, which we have included in the chart in Appendix I, it has proved much more difficult to assemble evidence of the expectations of teacher proficiency levels that is easily susceptible to meaningful comparison.

One of the most obvious potential benefits of the decision to use 'Aptis for Teachers' to test the English language proficiency of Sri Lankan secondary teachers of English was the potential ability to compare Aptis results from the testing of comparable teacher populations elsewhere in the region and in the world. We had hoped, for example, that direct comparison with 'Aptis' results from other Asian countries like Malaysia, where some 5,000 'Aptis for Teachers' tests were carried out, could be our most reliable direct lines of comparison. However, in some cases recent 'Aptis' results were not available to us. Aptis testing of teachers has taken place quite widely, including with case studies in the public domain, for example in the 2017 publication 'Assessing English on the Global Stage' (Cyril J. Weir and Barry O'Sullivan), but often the detailed results are not available, perhaps because of issues around the 'ownership' of the results.

Unless and until this project has access to a wider set of actual 'Aptis for Teachers' results for direct comparison purposes, where this is not available the best alternative to see where Sri Lankan teachers stand in regional and global terms is through an exploration of required levels of English language proficiency which are CEFR linked. This works well in relation to comparisons with teachers' proficiency levels in Europe, but less well elsewhere. Where we do have parallel results available, e.g. for Bihar and Punjab, these are cited in Appendix V.

The first period of deskwork carried out to research this area accessed more than a hundred documents relating to teacher language proficiency levels worldwide and the significance of that proficiency for the effectiveness of their teaching as evidenced in the proficiency of their learners. Documents, books and papers referred to are listed in the References list at the end of this report and, with greater extent and detail, in the 'Literature Review' (Appendix IV) and in the complete list of sources consulted provided to BC Sri Lanka.

### 2.3 Sampling

The Sri Lanka 'School Census 2017' indicates that the number of secondary teachers potentially 'eligible', under our agreed definition of their being involved enough in the teaching of English to have significant impact on their learners, was over 15,000 across the 9 provinces. As suggested above, it was necessary for the TEA-Test consultants to identify a representative sample of this overall population. We needed to ensure that the sample to be tested was a true reflection of the 15,000+, but also that it would provide proportionate coverage of the 9 provinces and allow the agreed dimensions of interest for the report to be correctly represented.

It was decided in discussion with the British Council and the Ministry of Education that the sampling approach should be a combination of stratification and randomisation, with the initial stratification designed to ensure coverage of the agreed areas of interest (e.g. urban vs. semi-urban vs. rural; age; years of English language teaching experience; 'O' and 'A' level qualifications) at numbers reflecting the distribution across the different provinces, but with random selection then making sure that the samples were not skewed by factors which would make them non-representative of the total secondary teacher population of each province. We needed to avoid the potential effects of e.g. self-selection (stronger candidates are more willing to be tested) or the application of selection criteria for those to be tested which would invalidate the sampling.

It was agreed that we would seek to test a sample of 500 in total, with the distribution as per Table 1 below (figures rounded), hoping that the official nature of this testing with MoE support would ensure full attendance, but recognising that there are often reasons why some intended candidates will not appear, for example: illness on the day, last-minute reticence to participate, family or work pressures. Our initially agreed minimum sample size had been 400, which would still give us the required levels of statistical significance for the 'Aptis for Teachers' results.

**Table 1: Population Sample by Province**

<b>Province</b>	<b>No. of Secondary English Teachers</b>	<b>Distribution %</b>	<b>Proportionate Sample Size</b>
Western	3,257	21%	107
Central	2,212	15%	73
Southern	1,795	12%	59
Northern	890	6%	29
Eastern	1,361	9%	45
North Eastern	1,918	13%	63
North Central	993	7%	33
Uva	1,245	8%	41
Sabaragamuwa	1,540	10%	51
<b>TOTAL</b>	<b>15,211</b>	<b>100%</b>	<b>500</b>

Three sets of random samples of the required size were produced using a Random Integer Generator applied to the school lists provided by the MoE. Following cross-checking of our key areas of interest against the relevant data columns provided by the ministry's initial lists, the 'best fit' set was chosen.

In the event the number of teachers taking the test for whom we eventually had accurate, 'clean' data linked to the survey was 412. A number of the teachers tested had to be omitted from the data analysis as a result of incomplete data and/or incorrect data being reported, but a representative sample of over 400 did meet our initially agreed reporting specifications.

**This sample size gives us a 99% confidence level +/- 6.4% across the whole population.**

The final 'clean' data set was analysed from both descriptive and inferential perspectives, with the use of multiple regression to identify the most significant factors as correlates of the teachers' levels of English language proficiency as defined in CEFR terms. The analysis was

carried out using 'Excel' and 'R'. The full data analysis can be seen in detail in the charts and tables in Appendix II, while the key outcomes appear below in the main body of this report.

### 3. Results

#### 3.1 Validity and Reliability of Test Results

The British Council's Aptis tests were developed according to key underlying principles of *Accessibility, Flexibility and Localisation*, the last of these being required when 'a test is used to make specified claims about a specified population'. The 'Aptis for Teachers' tests involve 'Level 2' degrees of contextual localisation with lexical and topical modification for enhanced validity: 'Development of specifications for generating items using existing task formats but with topics, vocabulary etc. relevant for specific domains (e.g. Aptis for Teachers)'. (Weir & O'Sullivan, 2017, pp 279-80).

The Aptis tests have been extensively used around the world over recent years for 'language benchmarking', including in Sri Lanka to enable migrant workers to identify their language needs and enable them and their families 'to achieve a better quality of life' (op. cit. p.310). They have also been used quite widely in Asia, as well as in Sri Lanka, to identify learners' levels of proficiency in English in CEFR terms, but also with both learners and teachers, for example in India, Malaysia, Pakistan, Singapore, Thailand and Vietnam (see Appendix V).

Reliability estimates for Aptis are high (Dunlea et al. 2016, p.28 ), with task-based KR21 analysis of the 'Core' typically in the range 0.91 to 0.93, with slightly lower values for Listening between 0.86 and 0.91, and Reading between 0.84 and 0.87.

The scoring system for the productive skills is designed to ensure accuracy and consistency unique in the language testing world, with individual task rating, task-focused rating scales and specialised rater training and accreditation contributing to 'very high levels of inter-rater reliability'.

**The quality of the sampling and the qualities of the 'Aptis for Teachers' tests and scoring procedures can be expected to provide this project with reliable, meaningful test results.**

The key outcomes with regard to national and provincial levels of English teachers' English language proficiency are identified below.

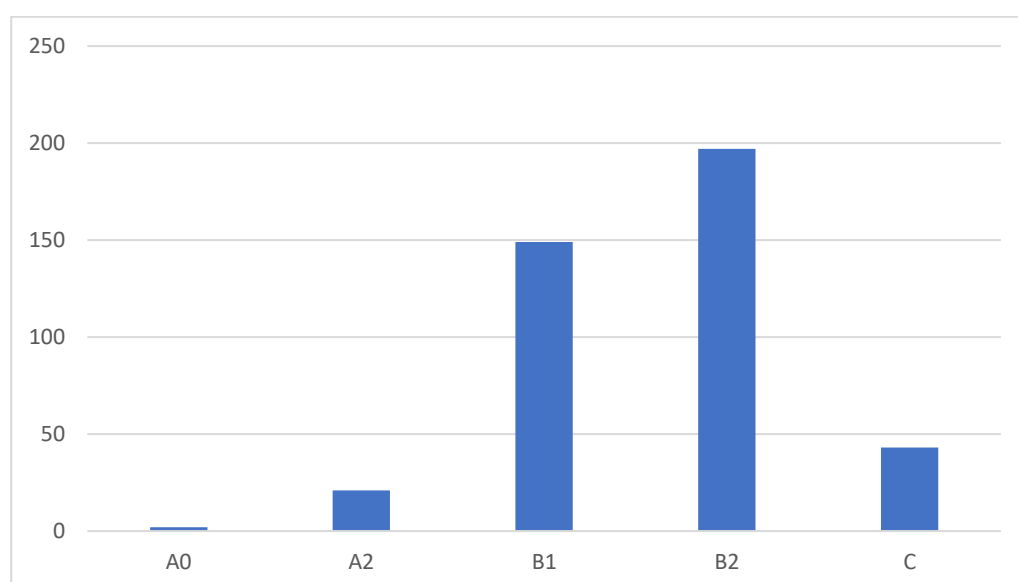
#### 3.2 Key Observations from the Test Results

The main goal of the TEA-Test part of the overall TRANSFORM Project has been to provide hard evidence of the current levels of English language proficiency of state sector secondary school teachers in Sri Lanka and to do so in ways which would allow for comparisons to be made and for the implications of the data to be considered by those responsible for education reform. The judgements as to whether the evidence now available from the 'Aptis for Teachers' dataset allows for clear decisions to be made will depend on how and to what extent teachers' language proficiency is deemed to be a single critical factor in learner language development compared to resource availability and quality, methodologies used in class, and socio-economic factors. In particular, **actual** target language use in the classroom, as against only the proficiency making extensive L2 use **possible**, is seen by some experts as a key determinant of teacher efficacy (Richards, 2017; Le Van Canh and Renandya, 2017; Faez, Karas and Ushihara, 2019).

The answers to the first question posed by the TEA-Test ToRs (a *need for data on the current levels of proficiency*) are now available in detail in the 'Aptis for Teachers' results to be found in Appendix II. We now have clear results from a statistically significant

representative sample of teachers of English working in state schools which can be examined and interrogated across a range of dimensions. Key points which emerge include the following:

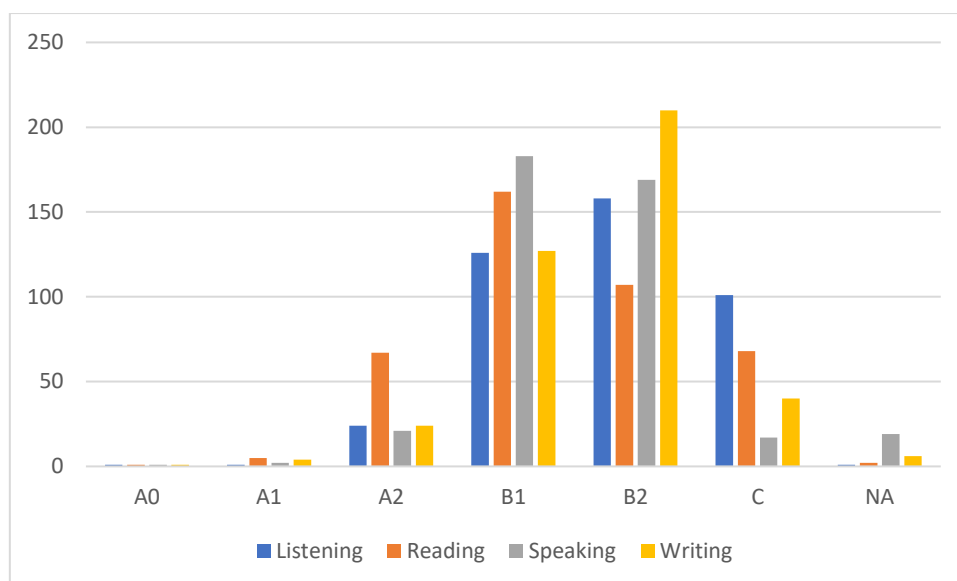
- The vast majority of Sri Lanka's state school teachers tested are in the CEFR 'B' levels, with 48% being B2 and 36% being B1, making a total of 84% at 'B' level (See Figure 1).



*Figure 1: Frequency of Overall CEFR achieved*

- Only some 10% of those tested are at CEFR 'C' levels. We are not able to say what proportion of these are C1 or C2, because the version of the 'Aptis for Teachers' test used was not tailored to provide this differentiation.
- Only 5% of those tested were below CEFR 'B' Levels.
- If we look at the results by skill (Figure 2), comparing Listening, Reading, Speaking and Writing, the Aptis data shows us fairly flat skills profiles across aggregates, with broadly homogeneous levels of proficiency. The Speaking skills of the teachers is the strongest example of parity with the overall results, with 85% being in the CEFR 'B' levels, compared with 84% for the 'Overall' picture. This is potentially significant for the ways in which classes are or could be conducted, a point which will be picked up in section 3.3.8.





*Figure 2 Frequency CEFR results by skill*

- More than half of the teachers tested were at B2 level for Writing.
- 'Urban' schools have the lowest number of teachers with 'Overall A2', at under 2%, while the A2 proportions for 'Semi-urban' and 'Rural' are 5% and 8% respectively. There were more teachers below B2 in rural schools than in semi-urban and more below B2 in semi-urban than in urban schools.
- Comparison of results between provinces can be seen in Tables 6 & 7 and Figures 6 & 7 in Appendix II. The highest proportion of teachers with CEFR 'C' levels is in Western Province.

The results by 'Age group' are interesting, in that very broadly the younger the teachers, the higher the CEFR level. This matches the present situation in a number of countries in the region, but is in marked contrast with what used to be the case in countries like Bangladesh, where for many years after independence the teachers of English with the best levels of English were those who had historically had English as their normal mode of communication. This created major problems when those teachers left the profession and the new teachers of English could only gain proficiency in English by means of delivery through the curriculum, whether this was at secondary or tertiary level. However it is being achieved – and this should be explored further – something is already being done right in Sri Lanka to produce a trend in the right direction in English teachers' language proficiency.

- It is also interesting to note that in parallel with age as a negative correlate of English language proficiency among teachers of English, 'years of experience teaching English' is also a negative correlate. The most linguistically proficient teachers of English are those who have been teaching for less than 10 years (see Table 9 and Figures 10 & 11), with 63% of them being B2 or above, and over 16% of those being CEFR C level. The present evidence, from the Aptis tests carried out this year, is that teacher language levels are improving, with younger teachers (under 30) and those



with the more recent entry into the profession being markedly better on average than those who are older and with longer service.

- Both 'O' level grades and 'A' level grades correlate positively, though not very strongly, with CEFR levels achieved on the 'Aptis for Teachers' test, with  $r = 0.16$  and  $r = 0.18$  respectively.
- Appendix II , Table 10 'Correlations among Variables', shows the full set of correlations, with positive and negative correlations and their strength shown in different shadings of green (+) and red (-). Unsurprisingly, the strongest correlation is between 'Age' and 'Years of ELT'.
- Interestingly, the other highest correlations are between skill levels and the self-assessment of those skills for Listening, Speaking and Writing, at 0.75, 0.76 and 0.73 respectively. Most Sri Lankan teachers appear to have a realistic view of their own language ability. They are best at self-assessing their speaking levels, which they tend to slightly underestimate, while they tend to overestimate their writing levels.

### 3.3 Survey and Focus Group Results

Following the Aptis tests, each candidate was asked to complete a survey (See Appendix II for the survey and Appendix VI for the results data). Some of the survey questions were selected for discussion and further probing in focus groups. Since testing took place over a period of four months, it was possible to analyse initial survey results and prioritise areas for investigation (see Appendix III for focus group protocols, and Appendix VI for the collated focus group data). Focus groups were carried out across five locations in Central and Eastern Provinces: Mawanella, Rumanwella, Ratnapura, Batticaloa and Trincomalee. Each group contained between two and ten teachers of mixed gender, age and experience levels. Questions were discussed openly and notes taken directly onto Word documents.

Reactions to taking the Aptis test were generally positive. It was seen as a well constructed test and test-taking arrangements were seen as well organised. The progression from easier to more challenging questions was noticed and appreciated.

The computer-based mode was a novelty for most. The technological aspect of the test was seen as a potential issue that may have impacted on the test being a fair measure of language ability. "It was not the English that threw me, but the online aspect. It would have been better to do a practice test in advance of this." said one participant. For the (generally younger) more tech-savvy this was not a problem, but they were in the minority of test takers. Opportunities to do practice tests were given to test-takers before the test, but few seemed to take up this opportunity according to focus group comments. There is no official record of how many of the test-takers actually tried a practice test. Despite this, there was general agreement that Aptis would be likely to provide an accurate measure of their language ability.

The survey also received positive reactions from the participants. "It was very focussed on the Sri Lankan system, and asked interesting questions." "It really made me think a lot about what I have been doing up to now and what I could be doing to improve my language ability."

#### 3.3.1 English Language Learning History

One of the problems of talking to teachers about their own language ability is that it forms such a strong part of their identity as teachers that they find it difficult to answer questions that separate it from their day-to-day teaching. When asked how they could improve their language levels, they talked about teaching methodology courses. One teacher did say that language improvement should be included in any training course we take, but the majority simply saw professional development as teaching skill development and that language 'naturally' improves with that.

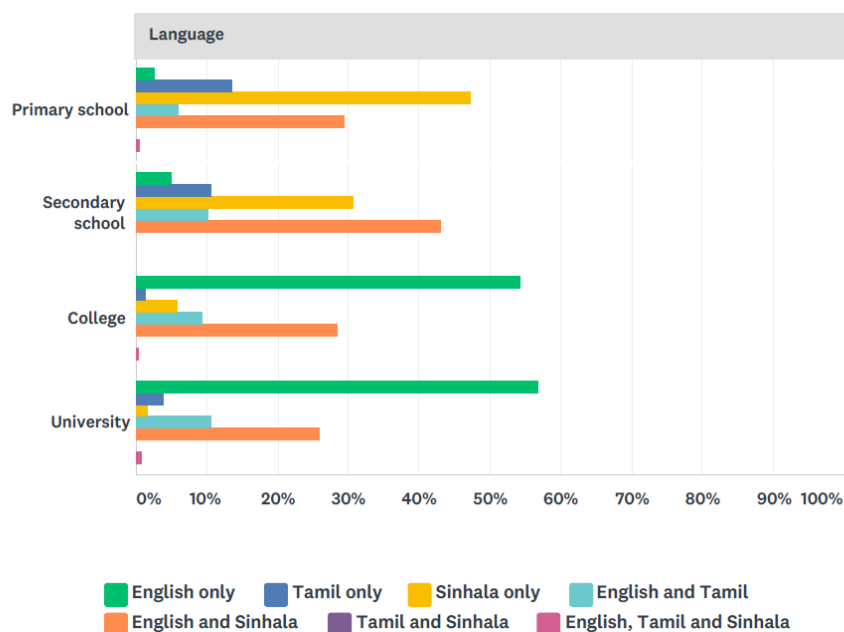


Figure 3: Medium of instruction at different schooling levels

This may be due to the routes that teachers take to become English teachers. One is to study a teaching degree in College. The other is to take an English medium degree course. Once an English medium degree has been received, the graduate can become an English teacher. In both College and University 57% of teachers study only in English, with a further 36% studying in either Sinhala or Tamil along with English. Less than 4% studied in Tamil and Sinhala only. Between secondary school and college and university, there is a sharp change in the balance of languages from largely Sinhala only (33%) or Sinhala and English (45%) to English only with mixed language degree courses below 20% of those taken.

77% of teachers had learned English at Primary school for 3-4 hours a week with very little exposure outside of class and perceived their teachers to have had a high level of language ability. This increases to close to 100% of teachers who had learnt English in secondary school for 3-5 hours a week with similarly high ratings for their teachers' English levels. It should be noted here that self-ratings of language levels are not very accurate (see section 3.3.5 below), and need to be treated tentatively. However, reported exit levels at secondary school are worryingly mixed, with 52% self-assessing at A2 or below. This is very low, if we consider that at university, 54% at college and 57% at university study only in English. This 'flip' in the language of instruction at tertiary level suggests the need for a strong gatekeeping strategy between high school and university. This does not appear to currently be in place.

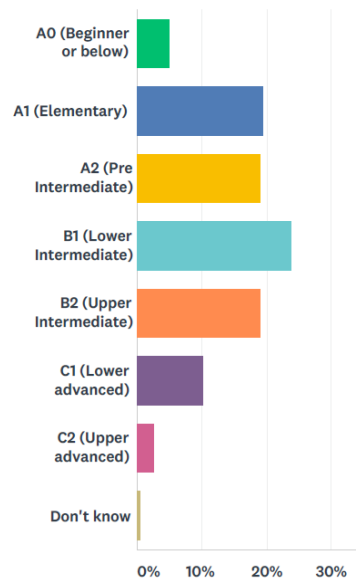


Figure 4: Level of English on leaving secondary school

### 3.3.2 Teacher Motivation

It is perhaps not surprising that today's teachers perceive their teachers of the past to have had high levels of English language ability. Good teachers with high levels of proficiency are likely to inspire students to become teachers through their positive practices. In surveys of teacher motivation, often the most popular answer for *'Why did you become an English teacher?'* is often *'Because I had good English teachers and I wanted to emulate them'* (DFID, 2007; GCE, 2005) This is also true of this survey, where 84% of respondents cited being inspired by their own teachers as their primary motivation for entering the profession. The other most important factors to teachers are: wanting to help young people to learn (99%), continuing to improve their own English levels and interestingly 'to teach English better than I was taught' at 93%, which superficially seems to contradict their rating of their English teachers, though through focus group discussions this is more likely to reflect an ever-present desire to improve the quality of life and learning in Sri Lanka for future generations. Wanting to give something back to the community is the second strongest factor at 96%.

The social standing of teachers within Sri Lankan society is also a major draw to the profession (91%), and it is clear from the focus group discussions that teachers see themselves very much as agents for social change. These findings are broadly in alignment with Hettiarachchi (2013) who found that English teachers are motivated by the students themselves, the act of teaching students, and the prestigious social position for English teachers in Sri Lanka.

**Table 1: Teacher motivation factors**

Level of Consideration	IMPORTANT CONSIDERATION	LESSER CONSIDERATION	NOT A CONSIDERATION	TOTAL
I liked the professional status of teaching	76.41% 217	13.38% 38	10.21% 29	284
I was inspired by a good teacher	67.91% 182	16.79% 45	15.30% 41	268
I wanted to teach young people better than I was taught	80.30% 216	12.27% 33	7.43% 20	269
I liked the job security	56.63% 141	28.51% 71	14.86% 37	249
I wanted to work with young people	63.24% 160	24.90% 63	11.86% 30	253
I wanted to continue to improve my English	86.59% 226	8.05% 21	5.36% 14	261
I liked the long holidays	24.80% 61	36.99% 91	38.21% 94	246
I liked the challenging nature of the job	65.16% 159	25.00% 61	9.84% 24	244
I wanted to give something back to the community	90.16% 229	5.91% 15	3.94% 10	254
I wanted to help young people to learn	91.67% 231	7.14% 18	1.19% 3	252
I liked the convenient hours	40.25% 95	38.98% 92	20.76% 49	236

68% of teachers also believe that their own teaching is the factor which most affects student attainment levels and it is student attainment that most continues to motivate teachers during their professional careers. AS teachers noted in focus groups, “Success for our students is what motivates us.”, “Teaching well is very important to me”. And most teachers, when asked what would motivate them, mentioned improvements to their current teaching skills such as “more modern methodologies”, “resources for learning” and “higher student achievement”. It is worth noting here that demotivators were often to do with the curriculum and available learning resources: “Syllabus helps very little. We are imprisoned in it.”,

*Figure 5: School Recess in Rumanwella*

### 3.3.3 Wider Contextual Factors

Despite the above-noted intrinsic motivation for the job, teachers do have complaints. The main demotivators for the participants gathered through focus group interviews included limited facilities for teaching and learning in schools, inefficiency of school administration and zonal education offices, difficulties in obtaining teacher transfers, the discrepancy between the English curriculum (too high) and students’ English proficiency (too low), and the poor relationship between colleagues. Overall results of the study indicate that teacher demotivation due to the above-mentioned administrative reasons is a significant issue in Sri

Lankan public schools which needs the immediate attention of the country's education policy designers and management.

### 3.3.4 Teacher Satisfaction

Despite the above-mentioned complaints, current satisfaction levels are very high with teachers satisfied or very satisfied with their career choice (96%) and their own levels of English (91%), with slightly lower, but still high scores for how well their language development (83%) and teacher development (81%) are supported. Within focus groups, teachers noted that they felt that their English language levels were 'good enough' to do the job at hand, but 'could always be better'. There was a clear, stated desire to want to improve their own English language ability, but also a realisation that 'If the only exposure I get is in the classroom with my students, I am not going to improve beyond my, or their current level.' They realise the need to be stretched in terms of language learning and welcome opportunities to do so.

**Table 2: Teacher Satisfaction**

	VERY SATISFIED	SATISFIED	UNSATISFIED	VERY UNSATISFIED	TOTAL	WEIGHTED AVERAGE
Your career choice?	41.89% 124	53.72% 159	3.38% 10	1.01% 3	296	3.36
Your level of English?	12.94% 37	77.62% 222	9.09% 26	0.35% 1	286	3.03
How well your language development is supported?	15.38% 44	67.48% 193	16.43% 47	0.70% 2	286	2.98
How well your teacher development is supported?	12.80% 37	68.51% 198	16.26% 47	2.42% 7	289	2.92

### 3.3.5 English Language Proficiency

Within focus groups, all teachers agreed there should be minimum standards for English language teachers and that they would welcome these. However, the survey results show a far more mixed picture: 57% agreement and 40% disagreement. There is a need to discuss this issue in more depth, and any policy decision should be constructed through dialogue with the teacher population, though there does seem to be a general approval for such a move. Comments included, "Of course English teachers should be able to speak English to a required level!" "There should be some form of test to become an English teacher focussed not only on language but methodology." and "How can learners learn the language if the teacher does not speak it?"

The question of whether only higher-level teachers should teach higher grade classes, however, was much more interesting. With 94% agreeing that the higher grade-levels require higher levels of English according to the survey, there should have been more consensus in focus groups. However, this was the liveliest discussion in most centres, with strong disagreement between teachers on this issue: "Why should only the higher-grade students get the higher proficiency teachers?" asked one participant. "It is crucial for beginners to start their learning positively", and "Higher level teachers are good models for lower grade students, and they should not be denied those positive models" were comments frequently heard during discussions in all locations.

**Table 2: Teacher opinions on language proficiency issues**

Opinion	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION	TOTAL
My pre-service training prepared me with an appropriate level of English language proficiency for the classroom.	18.73% 59	65.08% 205	9.21% 29	0.00% 0	6.98% 22	315
There should be a minimum level of English required for English language teachers.	18.79% 59	38.54% 121	28.34% 89	11.15% 35	3.18% 10	314
The higher the grade level taught, the higher the standard of English required of the teacher.	27.36% 84	64.17% 197	4.23% 13	1.30% 4	2.93% 9	307
Teachers with low levels of proficiency should receive training and support to improve their English.	54.25% 166	41.50% 127	1.96% 6	0.33% 1	1.96% 6	306
Only teachers with higher levels of proficiency should be allowed to teach higher grades.	18.24% 56	49.84% 153	24.76% 76	1.30% 4	5.86% 18	307

Our interpretation of this is that going back to the issue of teacher identity, because issues of English language ability and teaching skill are so intertwined, teachers can find it difficult to separate perceptions of their language proficiency from their proficiency as teachers. When they think of higher proficiency teachers, they consider methodological issues and are concerned about being downgraded as teachers because of their language ability.

The statistical analysis backs this up by showing (see Figures 5) that generally, the higher the CEFR level, the stronger the belief in the need for standards. This points to fear among lower CEFR level teachers of potentially losing their jobs if they do not reach the minimum standards. On the issue of requiring higher CEFR levels for higher grade levels (see Figure 6), teachers who strongly agree are likely to have lower grade levels. This may be because they find higher grade levels difficult to teach. Initial investigation suggests, then, that minimum standards would generally be welcomed, and that lower level teachers would welcome some form of matching of grade levels to the language proficiency of teachers. Virtually all (98%) the respondents agree that teachers with lower proficiency levels should receive training and support to improve their English levels, with 54% strongly agreeing. These are complex issues that need to be tackled sensitively.

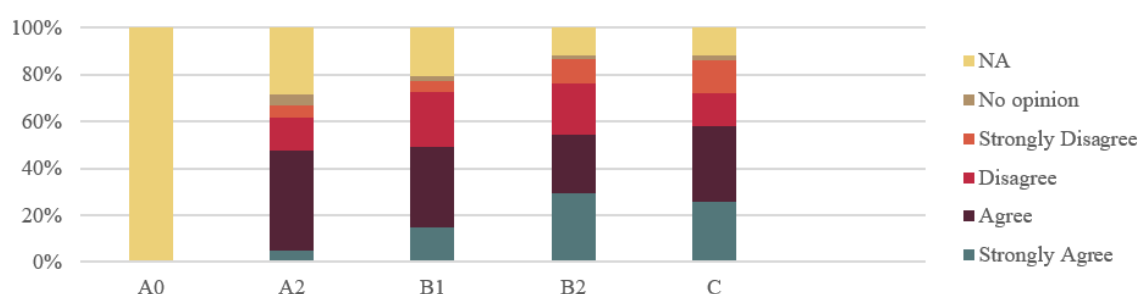


Figure 6: There should be a minimum level of English required for English language teachers

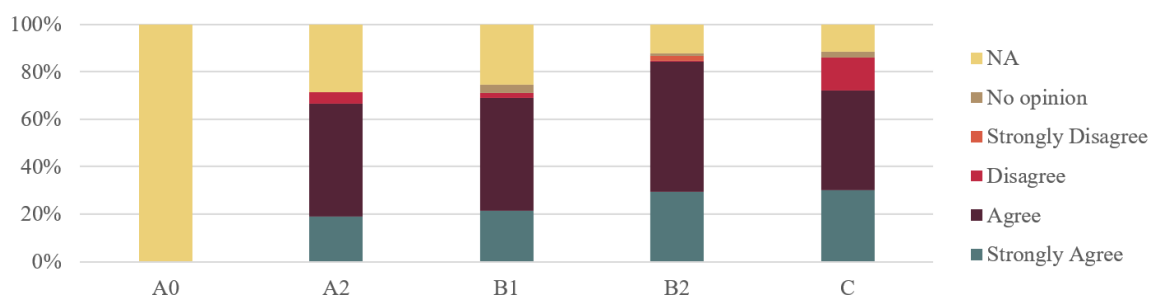


Figure 7: The higher the grade level taught, the higher the standard of English required of the teacher

However, teachers generally do not have a very clear understanding of their own proficiency levels. The number of teachers who have taken any form of English proficiency test in the past is tiny. For each of PET, KET, 1<sup>st</sup> Certificate, Cambridge Advanced or Proficiency, IELTS, TOEFL, TOEIC, there were single figure responses. IELTS is seen as a gateway exam that is very expensive and invested in only if needed for visa purposes when applying for visas to go to other countries, or to study overseas. However, this is a rarity and this project was the first time 98% of teachers had ever taken any form of English proficiency test since national exams at secondary school.

Another point of concern is the lack of ability of teachers to describe their language ability. When asked to do so, they used very vague language: “average”, “upper level”, “it’s OK”. Even when pressed to describe what they could do with language in specific skill areas, answers were very non-analytical.

This lack of awareness of their own language ability is reflected in their self-assessment accuracy rate of only 25%. The blue highlights in Table 3 below show teachers who accurately self-assessed their own language ability. Notice that there is a clear pattern here of lower proficiency candidates overestimating their own ability and higher proficiency candidates underestimating their abilities.



**Table 3: Self-assessment of language ability by CEFR Level Compared to Test Results**

	overall CEFR Test result	A0	A1	A2	B1	B2	C	Grand Total
Self-assessed CEFR level	A1			1	14	6	1	22
	A2			2	15	8		25
	B1				20	18	3	41
	B2			9	48	70	14	141
	C1			6	32	65	14	117
	C2				6	14	6	26
	NA	2		3	14	16	5	40
	<b>Grand Total</b>	<b>2</b>		<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

One caveat here is that, due to teacher unfamiliarity with the CEFR levels, under advisement from British Council, in the questionnaire, CEFR levels were qualified by the labels: A0 (Beginner or below), A1 (Elementary), A2 (Pre Intermediate), B1 (Lower Intermediate), B2 (Upper Intermediate), C1 (Lower advanced), C2 (Upper advanced). The use of these labels may be open to interpretation. However, the results are consistent with inexperienced users of self-assessment, though these accuracy levels can reach 60-80% accuracy with appropriate language awareness activities and repeated opportunities to reflect on language performance (Blanche & Merino, 1989; Wilson & Lindsey, 1995).

Pre-service training is highly regarded, with 82% agreeing that it had prepared them with an appropriate level of English proficiency for the classroom. Self-reports of English levels on leaving university and college are roughly concurrent with Aptis results, though estimates are spread wider than current actual proficiency levels, the mode of B2 holds.

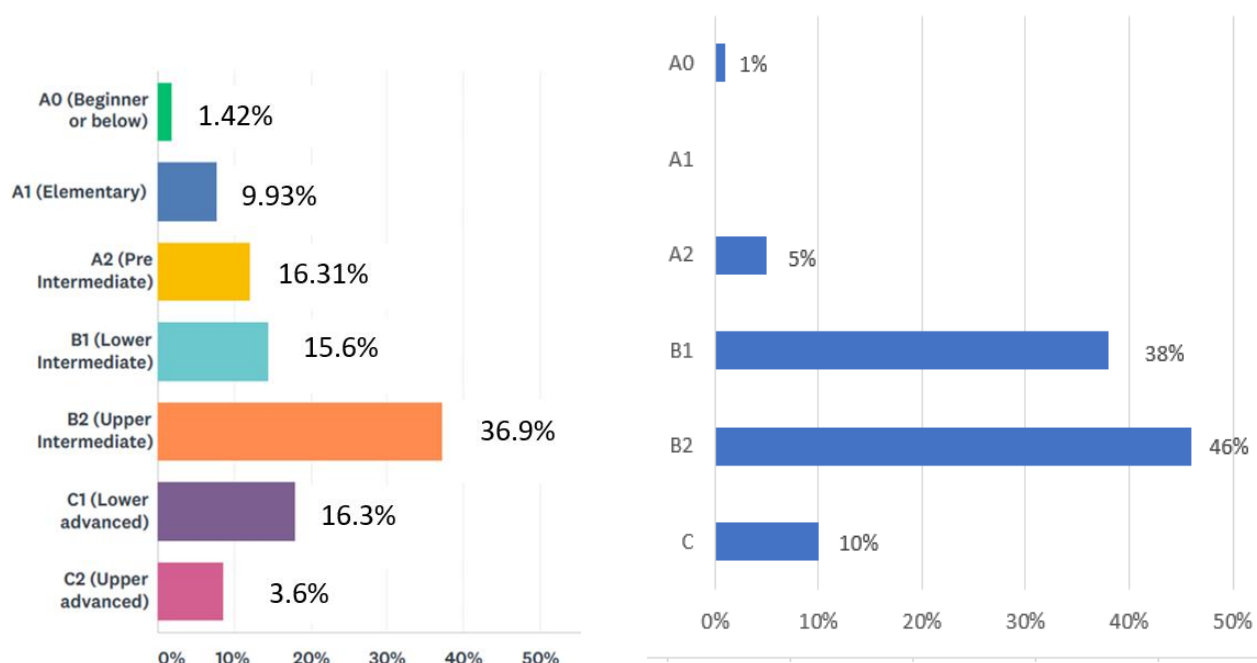


Figure 8: Retrospective self-assessment of CEFR level on leaving further education (left) compared to actual measured CEFR levels (right)

This estimated language level does, however, suggest, that even on recruitment to schools, 28% of teachers had, or felt they had an English level below B1. Again, this points to the need for some form of gatekeeping mechanism that filters the lower language proficiency candidates and either assigns them for language improvement pre-entry to schools, or suggests alternative careers.

As noted above, this appears to be becoming less of an issue with younger candidates having generally higher abilities, and so in-service strategies require more pressing attention. From the survey 97% of teachers believe that teachers found to have lower levels of language proficiency should receive support and training to enable them to achieve higher levels of proficiency (See Recommendation 3.3).

### 3.3.6 Language improvement

Desire amongst English teachers to improve their English language proficiency is high at 82%, with 64% stating it as a priority for them. Broken down by CEFR level (see Figure 8), we can see that the higher the CEFR level the stronger the desire for language improvement. Indeed, the lower the CEFR level, the more likely teachers are to see other things as a higher priority. These included developing teaching methodology, and learning about technology. This is concerning as it suggests that 15% of teachers with the lowest levels of language ability do not recognise this as an issue and are not interested in improving the situation.

This suggests a need to incentivise teacher learning. Incentivisation needs to reward teachers for positive developments and ensure only teachers who are developing are beneficiaries of the incentives (See Recommendation 3.2).

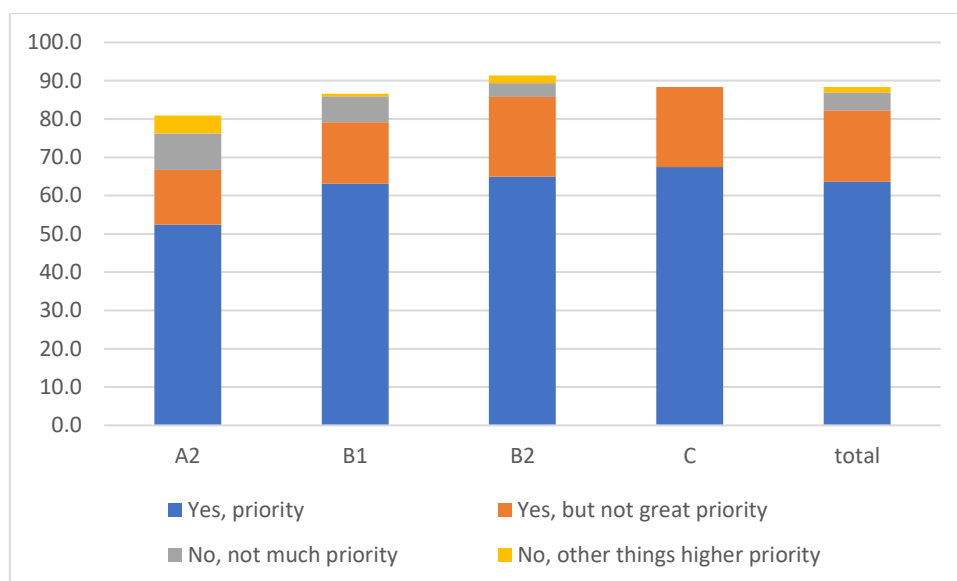


Figure 9: Desire for language development by CEFR level

This also suggests that an ‘opt-in’ development programme might be counter-productive in that more C-level teachers than A2-B1 might attend language development programmes. This points the way to a development programme that has a diagnostic test followed by assignment to development paths for teachers at different CEFR levels, with lower levels supported by those at higher proficiency levels.

Interestingly, within focus groups, teachers were very keen to take proficiency tests on a regular basis. They saw the test as a motivator rather than a gatekeeper. Their desire to achieve higher scores was seen as a way for them to push themselves to work harder to achieve higher proficiency levels. A regular testing programme for monitoring purposes would be accepted by most teachers, as long as it was used in a positive, rather than punitive way.

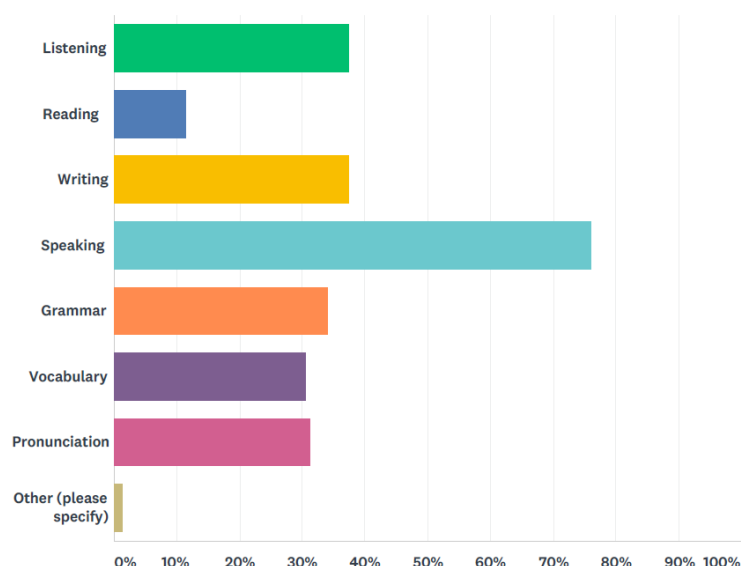


Figure 10: What teachers most want to improve about their English

In terms of discrete skills, speaking was by far the highest development priority (see Figure 9). All other skills were treated equally, with reading notable as the lowest priority. Perhaps because of the way that English is taught in Sri Lanka, teachers see reading as their strongest skill area. This is not born out by the Aptis results, which are quite mixed according to CEFR level (see Figure 10).

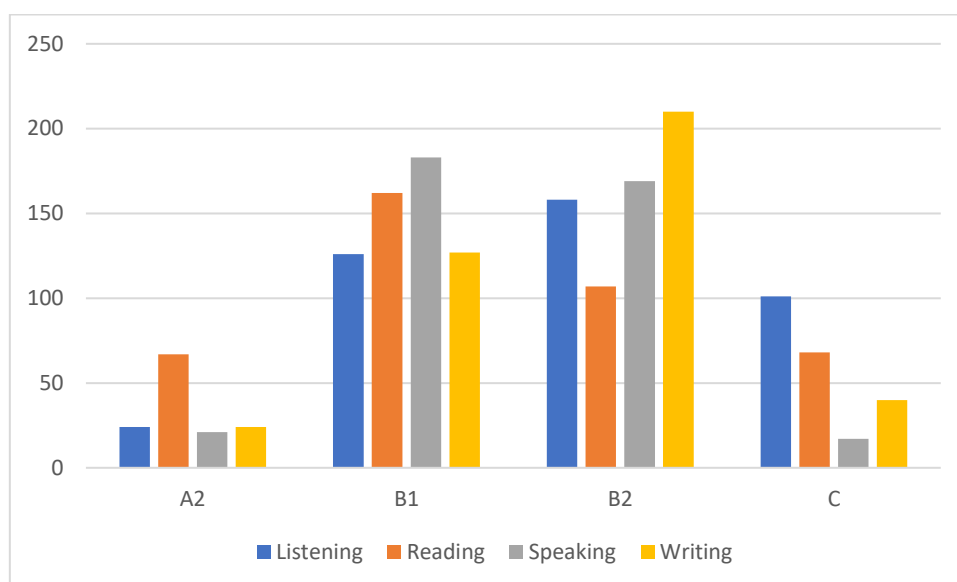


Figure 11: CEFR results by skill

Figure 10 shows the percentage of the test takers scoring at each level for each skill. For each individual, a reading, speaking, listening and writing score was assigned, as well as an overall level. At higher levels listening is the skill area that scores highest. In fact, assigning a point score to each of these percentages, where A2 receives 1 point, B1, 2 points B2, 3 points and C, 4 points, enables us to calculate the relative strength of skills across the population. Listening registers as the strongest overall skill, with writing, speaking and reading following in that order. Reading then registers across the board as the weakest skill in the population. Note that in Figure 10, Reading has the most A2 scores and is much lower than writing at B2 level. Among C level scores, reading is a relatively strong skill.

Figure 10 also shows that most teachers are speaking, listening and writing at B1 to B2 levels, but reading at B1-A2. As we noted earlier, the ability of teachers to self-assess their own language ability is very low. So it is only natural that when deciding their development priorities, they may not be targeting areas that are actually weak for them, but areas with which they perceive they have greatest difficulty. Teachers speak a lot in class and deal with most classroom situations through speaking. They have to listen to their students and colleagues constantly and deal regularly with unpredictable situations. However, teachers rarely have to encounter texts that are new or unfamiliar to them since textbook texts or novels used in class will have been studied previously. This may account for the perceived difference in proficiency, and would benefit from further investigation.

The main finding here is that, across the population as a whole, teachers may need more development of reading and speaking than writing and listening. However, each individual profile is different and the balance between these skills across the population is relatively even, so language development opportunities should be varied and should balance the skills.

Current training opportunities involve using English, but are not focussed on learning English, nor do they generally have a language development component associated with them. When asked to name training courses that were targeted at developing their language ability, very few actual language development courses were mentioned. Most of them were teaching methodology courses through which language may have been learned incidentally, rather than as specific course outcomes. Exceptions to these were a small number of people taking PET and IELTS preparation courses.

When asked whether training courses met their language development needs, 82% responded affirmatively. As it was difficult to know whether this is another example of teachers not being able to separate teaching methodology development from language development, or to take the result at face value, explicit questions around this topic were explored in the focus groups. The resulting comments seemed to favour the former interpretation. One or two teachers who could make the distinction noted that “Sometimes they conduct workshops for methodology but nothing on language improvement.”

Online courses were discussed as a possible development option and widely welcomed. Teachers are open to any opportunity, live or virtual, for development. However, time is an issue for teachers. 40% of teachers teach more than 21 hours per week with 23% teaching more than 25 hours. Their class sizes are large, with a third (34%) of classes containing more than 40 students and most classes (48%) between 20 and 39 students. They have multiple duties outside of teaching and often long travel times. So assigned development time within school hours would be preferable to them. Schools also appear to have better and more reliable connectivity than their homes.

### 3.3.7 Autonomous Language Learning

Language learner autonomy levels are low. There is a strong desire to take part in learning activities, but the teachers want these activities organised for them. Even though there has been an attempt to move development from training centres into schools as School-Based Development, this shift does not appear to be operational as yet. Focus group discussions suggest that this initiative may need a lot more support at school leader level.

There is little evidence of learning strategies use, nor knowledge of what they are. Teachers see themselves as passive learners of English. They do activities in English such as reading newspapers, listening to TV news, mostly the BBC, watching TED Talks, but there is no noting of new vocabulary, or concerted approach to studying. It happens, they watch it, and the assumption is that they learn from doing it. Teachers used to study in a more concerted way, but it seems that they think that now they can ‘manage’ in English, they do not need to study any more. There is a feeling that they should, but they do not. They used to keep diaries, vocabulary notebooks, and take part in reading circles, but not now.

Since the teachers cannot describe strategies for effective learning, it is highly unlikely that they are enabling their learners to use effective learning strategies. Helping teachers to become more autonomous language learners may help them to help their learners become more autonomous (See Recommendation 3.6).

The factors affecting learner attainment according to teachers (see Figure 12) are primarily teacher performance and learner motivation, backed up by parental support and quality available teaching and learning resources. Given adequate student attendance, English teacher availability and reasonable student-teacher ratios, teachers believe that learners will achieve target proficiency levels. However, the main factor affecting student motivation and teacher performance in relation to this study is English language use in class.

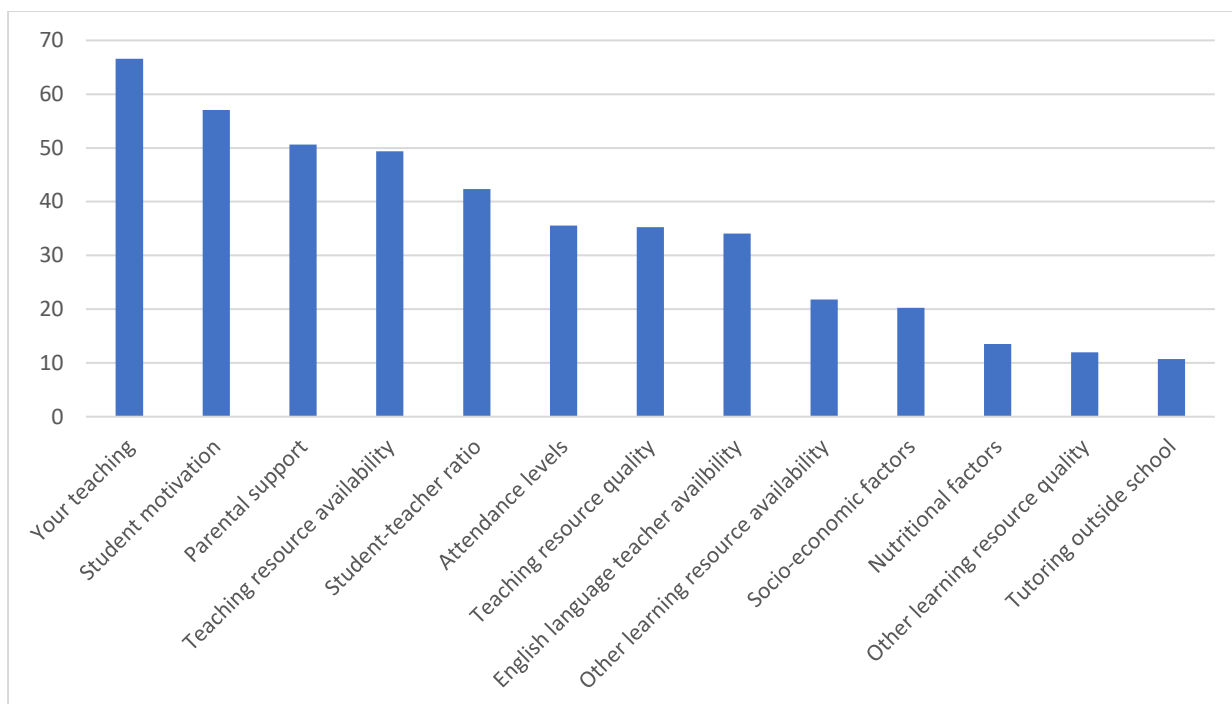


Figure 12: Factors that teachers believe most affect student language development

### 3.3.8 Use of English in Class

All teachers believe that English is important or essential for their students in modern Sri Lankan society. For life in general (60% essential), academic advancement (53% essential), career advancement (56% essential) and for social advancement (41% essential). English is clearly a priority within the society. Essential skills considered most important in each of these social domains were speaking for life in general, future career and social advancement (also including listening); writing for career, and (including reading) academic life. So teachers have a clear understanding of the purposes to which English will be put in the future and have a clear desire to help their students attain desired levels of skill development (according to the motivation questions discussed earlier).

Use of English in class, according to the survey, is reportedly quite consistent. 85% percent of teachers report using English as much as possible in class with L1 used only when communication breaks down. Students similarly use English as much as they can according to 38% of teachers, but most of the time (39%) the students use L1 and give example sentences in English. Class time is taken up with 63% of teachers talking most (60-80%) of the time. Less than 30% of teachers talk for less than 40% of the lesson, with 9% of teachers ensuring that learners are talking for 80% of the lesson. If we take teacher talk time as a rough indicator of how learner-centred lessons are, this suggests that 37% of classes have more learner-centred activities happening in them. These results are disputed by British Council staff. This may be another example of teachers' lack of experience in self assessing leading to over-estimates of student talk time. Consideration should be given to a wider analysis of what happens in language classes currently, what the actual balance is and what teachers think it is and why. Unfortunately such a study was outside the remit of this report.

One of the assumptions of this study is that levels of language ability among teachers affect attainment levels of students. To a certain extent we see that this is an issue, but the average level of teachers tested and met is high B1 / low B2, which is not that low. One thing we have noticed is the number of times in focus groups that the teachers talked about not using English in class, complaining about the low levels of their students and that the

learners cannot understand teachers when teachers speak in English. One group of teachers even blamed students for the deterioration of the teacher's own English language level: "It is because of them my English is so poor. Every day I talk to students and they make my English go down." Some teachers do not seem to believe that their students have the capacity to learn, or to learn strategies that might help them to learn English. However, this may simply be a lack of awareness of what learning strategies are. This lack of awareness could be a likely reason for low attainment levels. However, without further study, it would be wrong to suggest a causal connection; it simply remains an area for exploration.

Our suggestion would be that it is not necessarily the level of language used in class, but how the teacher uses the language ability that they have at their disposal to enable student learning that is most important.

### 3.4 What English language proficiency levels are needed as target exit levels for Sri Lankan secondary schools and what does that imply?

As is the case for many countries in the 'developing' world, improved ability to function effectively enough in English is an understandable target for governments and education ministries. The sheer numbers of people around the world using English as a means of international communication, with more non-native speakers than native speakers since 2000 (Crystal, D. in ETP 2000, pp.3-6 and cited in Graddol, D. 2000 p.3), make it clear that for a whole range of reasons, access to 'good enough' English means opening up and facilitating developments in economic, commercial and educational domains. But 'good enough' means different things in different contexts. A small number of Sri Lankan teachers actually teach English in other countries. In such cases, it is the teacher's own English language proficiency that could be presumed to be of direct significance, though the reality of what qualifies them to teach outside of Sri Lanka is in most cases not their formal levels of qualification in English.

For the vast majority of those other than teachers using English in Sri Lanka or wishing to represent Sri Lanka in international contexts, it is their own individual levels of English in relation to their particular responsibilities and aspirations which matter. For many outside of the teaching profession whose English is 'good enough' at the present time, their English may have been learned and/or acquired and improved over time by personal investment in both public and private sector contexts. There will continue to be a wide variety of ways in which those needing to use English in different contexts will add to what they have been able to learn and/or acquire while in the school system. However, for a government wishing to achieve significant lasting improvement in the nation's overall levels of English and provide both the core foundations and the school exit levels to meet a range of specific immediate and future needs, this can only be achieved through effective delivery to all of an appropriate curriculum by suitably proficient teachers, through the nation's education system. The key decisions, therefore, are to:

1. identify what levels of proficiency will provide a good enough exit level to be a baseline to meet general future needs and to be built on for the more advanced levels or more specific competencies needed for particular contexts;
2. decide which methodologies are to be used for curriculum delivery;
3. stipulate what 'core' English will constitute the national curriculum, forming the foundation on which the subsequent development of sector-specific competencies, for tourism, agri-business, finance, etc., as well as the needs of specific trades and occupations - nurses, doctors, air traffic controllers, mechanics, etc. - will meet future national needs.

Throughout the world, where a nation's ability to use English is an important issue (Nunan, 2003; Low, 2013; British Council 2016 and 2019; Nguyen, 2015; Kirkpatrick, 2016; Allan et al, 2019), education ministries have increasingly sought to meet the needs for English by establishing a clear policy for a target exit level of what is often called 'General English' to be the basic foundation onto which context-specific competencies in English can be added. However, these exit levels remain aspirations in many cases.

There is a general belief in the ELT community that 'a *threshold of proficiency* is required for effective teaching' (Renandya, 2018, p1). Simply put, this means that teachers of a language need to be better than their learners by a significant degree, especially in their command of the spoken language, because of the implications for how classes are delivered and the resultant levels of exposure to good models of English available to the learners. In some places in the world, especially in Europe (see Appendix Ib), one CEFR level above the target level of the learners is generally required. In others, different scales and test instruments are used. Often, though, these are applied only in theory, rather than in practice. Because of widely occurring shortages of trained, qualified English language teachers in countries where other concerns and national needs take precedence, so called 'rules' or 'standards are not strictly applied. In many places 'a bit of' English' is seen as 'better than nothing'. That will not suffice for Sri Lanka, given present national aspirations for improvement in the levels of English and the levels of teacher language proficiency already achieved, as evidenced by the results reported from the 'Aptis for Teachers' tests taken in 2019.

Speaking proficiency in English (and whether that is actually used to good effect in class) is key to learners' improvement in English for real communicative purposes (see Richards, 2017). If the target for the learners is the development of skills to enable them to function effectively using language as a tool for communication, rather than an academic school subject where knowledge of the language system is enough, then a key factor is the extent to which the teaching in schools largely takes place in the target language (Richards, H. et al 2015; Freeman et al, 2015; Renandya 2018).

The level of the CEFR which is defined and characterised as being able to function independently across the skills is B2 (Council of Europe, 2001 and 2018). We cannot expect teachers with levels of English below B2 to deliver their classes consistently and confidently in English, a situation which is exacerbated in countries with a longstanding language teaching tradition that has largely avoided the teaching and testing of speaking and the associated listening skills required for effective interaction.

This would seem to have profound implications for the present situation in Sri Lanka in relation to the nation's aspirations to raise the levels of English, given what we now know about the English proficiency levels of the teachers and the fact that more than 40% of Sri Lankan teachers of English are below B2.

The unavoidable conclusion would seem to be that raising the secondary school target exit level for English language proficiency to B2 is a desirable target for Sri Lanka, but realistically it has to be a long-term target, because that would mean bringing the language level of all teachers involved in the B2 level of the syllabus up to at least CEFR C1 level. (See Appendix IV for further research evidence on the 'threshold').

In an ideal world, with enough resources, no other national priorities to consider and no sensitive political issues to factor in, it would be good to have a target of raising all teachers' levels by one CEFR level over the next 5 years, which would then mean that all would be enough above the 'threshold' for flexible use of staff in whatever context. The present B2 level teachers would then be at C1 and potentially able to deliver B2 level learners efficiently,



always assuming they have the other teacher characteristics to make their enhanced proficiency count for their learners. It would not make enough difference to learners' speaking and listening skills, for example, if teachers with good English, and able to be good models, continued to teach English classes through delivery in their L1/local language, or in non-interactive modes.

While the application of standards in the form of minimum proficiency levels for particular contexts will always initially raise very practical problems for those trying to run effective schools while facing a lack of adequate human resources, in the long term the setting of standards usually produces results. The minimum English proficiency level qualification for teachers in Switzerland is C1, even for primary teachers, because the authorities there want the learners to be exposed to good models of spoken English from the start, at an age when the imitation of a good model works really well. That would be a completely unrealistic aim at present for teachers in Sri Lanka working with those at the start of their learning of English, but it would be a reasonable target to look for all teachers to be qualified at at least one CEFR level above the target level of the highest level class they teach.

Fortunately, the evidence we now have of English language teachers' proficiency levels in Sri Lanka tells us that while a lot remains to be done in Sri Lanka in the next few years, the situation with respect to teacher language proficiency is a lot better than some may have imagined. This has been confirmed not only by the 'Aptis for Teachers' results, but, albeit with a much smaller sample size, by the evidence from the teachers' focus groups.

Given all the evidence we have considered (British Council 2019, 2016; UK FCO, Brazil 2019 forthcoming; Faez et al 2019; Freeman et al 2015; Renandya 2018; Nin Lun 2014), including many articles and surveys not specifically referenced in the main body of this report but included in the list of work consulted and in the 'Literature Review', it is clear that authorities worldwide believe that teacher language ability is an important factor in improving a nation's English over time. The key questions would then seem to be confirmed as:

*how important* is teacher language ability compared with other factors?

and

*how proficient* do teachers need to be?

These questions are addressed in more detail in the 'Literature Review' (Appendix IV), with reference to studies published on correlations established between teachers' linguistic proficiency and learners' linguistic proficiency. As reported in the 'Literature Review', there is surprisingly little hard evidence from rigorous research from longitudinal studies, but the idea of there needing to be a 'threshold', whether '2 degrees above' or 'one CEFR level above' occurs regularly in the literature. It is also clear that major national projects around the world, like the ones cited in Appendix V in Brazil, Germany, India, Pakistan, Spain, Switzerland and Vietnam, are based on the assumption that teachers' language proficiency really matters, as long as that proficiency is reflected in the teachers' classroom behaviour.

### 3.5 What should the Target Levels be for the English Language Proficiency of Teachers of English in State Schools in Sri Lanka?

There is broad agreement in the language teacher education community that, in order to be effective, English language teachers need to be proficient in general English *and* classroom English (Richards, 2017; Freeman et al 2015)). We would go further than that and agree with Freeman et al. (op.cit. 2015) and others that it is not only teacher language proficiency, but how it is used in class, that will determine teaching efficacy and the extent to which learners will learn the skills that language teachers need to enable them to develop.

What is clear from many contexts worldwide is that, as Nguyen (2017) puts it for Vietnam:

*...besides improving their language competence, it is necessary to enable teachers to recognize the change of their pedagogical methods. (p. 6)*

Not all proficient language users are good teachers. Learning environments, teaching resources, hours available, class sizes and pedagogic traditions will all impact upon how effective language teachers can be, but within what teachers themselves can bring to the classroom with long-term, positive impact, we can identify, alongside language proficiency, language awareness, classroom language and familiarity with the learners' language(s), the pedagogic skills of motivation, holding attention, classroom management, scaffolding, assessment literacy and the rest.

If English language ability is to be used by teachers to its best effect in the classroom, initial training and in-service CPD must deal with all of the above aspects. The present project ToRs have required a main focus on evidence of Sri Lankan teachers' English language proficiency. Our main focus in this report has therefore been on providing detailed, valid, reliable test results for the language proficiency part of the overall equation, while also making the point that it is how teachers **use** their language in class that determines how well their learners learn what they themselves need to be able to **use**, as against simply knowing the language system as another bit of school subject knowledge.

The use of Aptis for Teachers to test the teachers in Sri Lanka, because of its 'Level 2 localisation', at least touches on some more specific aspects of the desirable teachers' lexical repertoire. It is certainly a better test for teachers than, for example, the use of TOEFL elsewhere in the region. 'TOEFL does not assess one's ability to use English for teaching purposes' (Renandya, 2018), any more than IELTS would, though both can be considered broad indicators of general/academic language levels.

While it is absolutely clear that teacher language proficiency is only one among a number of significant components of language teacher efficacy as evidenced by the language learning outcomes for their students, it is clearly perceived worldwide as a key component, and one which can be improved. We refer in Appendix V to the long-term impact of policies in Spain, but we have also seen that closer to Sri Lanka, in Bihar, Malaysia and Punjab for example, there is solid evidence that really significant teacher language improvement is possible, ideally accompanied by training as to how to get the best out of that improvement in the classroom.

The varied needs of Sri Lanka for a range of specific contexts requiring English within the broad domains of professional interaction, higher education, commercial development, migrant worker provision and the rest cannot be met by a 'one size fits all' definition of CEFR level required. Nevertheless, as a basis for further specialised training, the overall language foundations need to be laid and delivered through the curriculum by the teachers presently available and those being trained to become the future workforce.

Given what we know from the results of the 'English Impact' survey and from the report evaluating the BC/NDB Teacher Training Project (Powell-Davies, 2017), it would seem that things are already moving in the right direction. If, as the report says, one of the targets of the project was to raise the levels of secondary state school teachers of English from CEFR A2 to B1, then the 'Aptis for Teachers' results reported in the present report are genuinely encouraging, in that the proportion of teachers at A2 level is now small, with only 5% of the representative sample of teachers tested now being A2, with 84% at 'B' level and some 10% at 'C' level. One might conclude from those figures that 'do more of the same but at higher levels of target proficiency' would be the right motto for 2020 and beyond. Certainly Sri

Lanka is already better placed than some of its neighbouring regions and countries - Bangladesh, Bihar, Indonesia, Maharashtra, Punjab and Thailand (British Council, 2016, 2019; and see Appendix V).

As suggested above, a long-term aim would be for all those teaching English in Sri Lanka to be qualified in English with a recognised CEFR-linked qualification at C1 level, meaning that all would be capable of teaching learners efficiently up to a possible school exit level of B2. B2 as an exit level for state-school learners would need to be a longer-term national aspiration, but with the right environment, resources and teacher language levels effectively applied in the classroom, it could be a realistic target over a decade. Such an exit level for secondary school teachers is not only a present expectation for many European nations, but also a recent target for the likes of Kazakhstan and Uzbekistan (personal communication in meetings with education ministers there).

The present Aptis results from the 2019 tests tell us that there is a long way to go, but we have seen evidence in Sri Lanka and from elsewhere in the region and the world that significant improvements in teacher language proficiency are achievable over time if the right training programmes are provided. What will be needed is a combination of more effective initial training with respect to language proficiency, language awareness and teacher English, and CPD programmes focusing on ongoing further development of the existing teacher workforce in the same areas.

Initial teacher training and in-service programmes need to be developed with clear statements of minimum teacher proficiency levels, which has been the case with all the successful examples cited in Appendix V. While the longer term goal for Sri Lanka could be for all secondary teachers to have C1 level English, this would seem to be unrealistic in the short term. Notwithstanding the understandable views expressed by some Sri Lankan teachers in the focus groups that even beginners deserve to be taught by teachers with a high level of English language proficiency, in the short term the priority should be to target a 'threshold' of at least one CEFR level in all EL teaching situations, so that if the syllabus target level were to be, for example, B1, then all teachers working at that level should be B2. Even this is unlikely to be a practical possibility in the immediate future, the priority now should be to get all teachers presently at B1 up to B2 as soon as is practically feasible, and the small minority now below B1 up to at least B1 as quickly as possible, and subsequently up to B2. All programmes to achieve certificated improvement of this kind need appropriate assessment instruments, the development and/or acquisition of which could be a part of a future major national project.

If only one section of the EL teaching workforce were to be prioritised in the short term, this would raise the question of how the present proficiency levels of the entire English teaching population in state schools could be identified, as the 'Aptis for Teachers' testing carried out so far has been of a sample of that population. Solutions for this are available and could also be part of a much larger long-term project.

## 4. Implications and Recommendations

The main findings above and their implications for national policy and practice are stated below:

### 4.1 Teacher language proficiency

English language teacher proficiency matters. Teachers need to have a level of proficiency significantly above that of the target level of their learners to be able to provide positive models, recognise learner errors and be able to deal with them, explain issues in language and assist language development appropriately.

At 94% B1 and above and 58% B2 and above, we can state that generally, the English levels of English teachers in the state school sector in Sri Lanka are intermediate to upper intermediate. This contrasts quite significantly with significantly lower levels in neighbouring India, Bangladesh and Pakistan. However, for Sri Lanka to maintain a competitive edge against countries with higher levels, such as Malaysia, or much larger populations, and thriving private sectors, Sri Lanka needs to ensure more consistent standards for English language teachers as a first step towards enabling the development of higher-level English language learners.

The in-service standard for English language teachers in Sri Lanka could reasonably be set at CEFR B2, as 58% of teachers already meet this standard.

**Recommendation 1:** Set professional and linguistic standards for secondary English teachers with a required proficiency level of CEFR B2.

**Recommendation 2:** Incorporate statement of standards into the General Education Policy.

Consideration should be given by the MoE as to whether these standards should apply to both primary and secondary teachers. This survey did not survey primary teachers, though from the data, many secondary teachers teach at primary levels. Giving learners of English the best possible start by providing them with teachers demonstrating B2 and above levels of language ability would strengthen the foundations of their language learning.

We should note here that setting standards of B2 for secondary English teachers implies setting higher standards at university and college level. However, that is the subject for a different study and is outside the remit of this report.

### 4.2 Developing teacher language proficiency

Setting standards would be welcomed by the majority of the secondary teaching population sampled, but such a move would need to be done diplomatically, and with support structures in place for teachers not meeting those standards.

If in-service teachers are below B2 to a degree or below B1 for certain, then they will not only fail to enable learners to do as well as they should in skills development, but also cause them to 'mislearn'. However, simply demanding that teachers meet the new standards without providing support would be reasonable.

Positive quality changes will only be achieved if those graduating with the required professional and linguistic standards, enter schools where those standards are exemplified, or at least demonstrably being worked towards.

At the same time as setting standards for teachers, the education system needs to support teachers already within the system as well as teachers currently in training pre-service.

Teachers already employed within the state school system firstly need to know what their level of English is, and secondly, need support and training to enable them to increase their CEFR levels. Given appropriate levels of support and resources, teachers currently within the education system should be given time and incentive to be able to develop their language ability. Priority for a CPD programme integrating language development should be provided, particularly for teachers registering at CEFR B1 or below.

In the medium term (5-10 years), the aim of enabling the vast majority of Sri Lankan teachers of English to attain B2 or above is highly achievable.

**Recommendation 3:** Convene a working group to develop and deliver action plans for systemic change to achieve target levels island-wide, throughout pre and in-service teachers by 2030. This working group may include but is not limited to MoE Quality Assurance Council, UGC, NEC, NIE.

These actions plans should consider all of the following:

#### 4.2.1 Addressing the Rural/Urban Divide

While there is a noticeable variation between provinces in English teacher language ability, this is not so great as to prohibit taking a national approach to development while tailoring it for specific states. GoSL also has the choice of where to send teachers depending on resource needs. Using language ability as a determinant quality for this might help redress the balance of language ability across states.

**Recommendation 3.1:** Consider language ability when assigning teachers to schools in provinces with lower average CEFR levels.

#### 4.2.2 Incentivising teacher development

Although teachers report that they are motivated already, motivation can be a highly dynamic and fragile property. If too many demands are put on teachers, their motivation can disappear rapidly. Ensuring motivation is maintained is key to helping teachers to 'buy-in' to the new standards and accompanying CPD activities.

There are a number of possible options here: A one-time bonus on achieving B2 level; vouchers for technology hardware such as laptops or smartphones to enable better access to CPD opportunities; discounts on broadband provision; 'badges' for schools certifying that all their teachers are B2+. Such positive reward schemes are likely to motivate teachers to take part actively in development programmes and communal rewards like the school badge would make positive use of peer pressure.

**Recommendation 3.2:** Develop an incentive programme for teachers.

Having a target of B2 at the outset of the course of study in colleges, will clearly indicate the seriousness of the language requirement for professional qualification. Any student wishing to be an English teacher must attain B2 level. This is equally true for English medium students at university.

**Recommendation 3.3:** Incentivise language development in ITE by including language development courses with a specified target level of B2 by graduation. Non-achievement of B2 on a recognised standard test delays graduation until that target is achieved.

#### 4.2.3 Resourcing teacher language development

To enable teachers to develop their language ability, they will need access to quality learning materials. There are large numbers of these commercially available and a review of them is outside of the remit of this report. However, considering the sparsity of time reported by teachers, along with the stated desire to take part in online learning, we would suggest canvassing for mobile solutions that could be delivered via mobile phones or laptops.

**Recommendation 3.4:** Commission language learning resources to be made available to teachers that will enable them to develop their own language ability.

#### 4.2.4 Prioritise spoken language development

Unlike in some competitor countries (Bangladesh, India, Pakistan), the speaking levels of Sri Lankan teachers of English are largely on a par with their overall level. With language levels of B1 to B2, we would expect higher levels of learner attainment. However, it is not just language proficiency of teachers that determine the impact on learners, but how that proficiency is used by the teacher, along with a variety of other factors (contextual issues, resource availability and quality, affective factors).

Speaking proficiency is extremely important for how classes are delivered, as long as it is used. Examining closely how English is used in class, and how it might better support learner language development, would be useful foci for action research or even national research surveys.

Evidence from elsewhere in the region suggests that where ITE and CPD have a language proficiency focus, they can achieve positive results, when accompanied by in-service resources and trainings that support language development. We do not recommend face-to-face training courses that are purely language development focussed, but dual-purpose training courses that deal with teacher language development along with student language development.

**Recommendation 3.5:** Commission a series of CPD courses to be delivered live across the country to all teachers that focus on:

1. Language development
2. Using speaking in class
3. Autonomous language learning.

#### 4.2.5 Promoting autonomy

Given that autonomy levels are low, a programme that develops teachers' autonomy as language learners, including their understanding of the concept, and equipping them with strategies for independent learning, would be most appropriate.

Rather than waiting for courses provided by higher authorities, more self-access modes, with clear in-school staff development structures, such as teacher development clubs, language development meetings, book clubs or reading circles, speaking circles, Toastmasters meetings, or online courses and resources, would be a low-resource, decentralised way of stimulating development. There might also be a consequent impact on teaching practice.

By giving teachers experiences of more autonomous ways of learning, they may increase the learner-centredness of their own teaching.

**Recommendation 3.6:** Integrate strategies for developing teachers' autonomy as teachers, and as language learners in to all CPD activities. Ensure that autonomy development underlies the CPD programme.

### 4.3 Monitoring and evaluating teacher language proficiency

There is a need for reliable test instruments to support new standards or development goals. Independent development of such a testing instrument is highly inadvisable, as the technicalities involved in producing such a test are extremely difficult to achieve.

Organisations such as the British Council, Cambridge Education, Edexcel, and Pearson devote vast resources to ensuring the validity and accuracy of the tests they produce. We do not recommend GoSL develops its own test in isolation, though this may be possible in partnership with one of these expert organisations.

**Recommendation 4:** Introduce a testing tool reliably linked to CEFR levels to assess and monitor teacher language proficiency.

Used developmentally, a regular testing of teacher language proficiency introduced as an integral component of a wider continuing professional development (CPD) programme, has the potential to become a rapidly accepted indicator of progress and a motivational tool. Used punitively, it is likely to have the opposite effect.

Because of the specific nature of the way English is used in the classroom, it is important that this testing tool has a ‘teacher English’ component. This will assure its utility to the teaching population, and link the test directly to classroom practice.

### 4.4 Aligning teacher development and standards with learner development and standards

This study found that teachers did not have a clear picture of what their own language level was, or the language necessary to describe it. The CEFR provides a framework within which to do this. Familiarizing teachers with the CEFR, its associated ‘can do’ statements and ways of describing language ability, will better enable them to analyse their own and their learners language ability. CEFR-linking the curriculum for learners, would be a way of achieving at one and the same time:

- More accurate descriptions of learner and teacher language ability
- Clearer descriptions of language necessary at different school year levels.
- Clearer guidelines for materials developers to write learning resources.
- More specific assessment targets, and
- Clearer guidance on assessment task development.

**Recommendation 5:** Convene a working group within NEC to CEFR-link the national English curriculum for both primary and secondary education.

## 5. Conclusion: A Roadmap for Development

Figure 16 illustrates graphically one form the future development process might take. In the first twelve months, we envisage a period of policy environment reform which prepares the ground for the implementation of a series of interlocking initiatives aimed at improving teacher language ability across the island.

Target level setting and incorporation into General Education Policy may be politically sensitive. This will involve discussion with representative teacher groups such as labour unions as well as the relevant government bodies. It is important that there is broad buy-in by all these groups before proceeding to the planning stage. In fact, we would suggest that the working group formed includes representation from labour unions to ensure as little resistance to plans as possible in the form of potential protest and disruption.



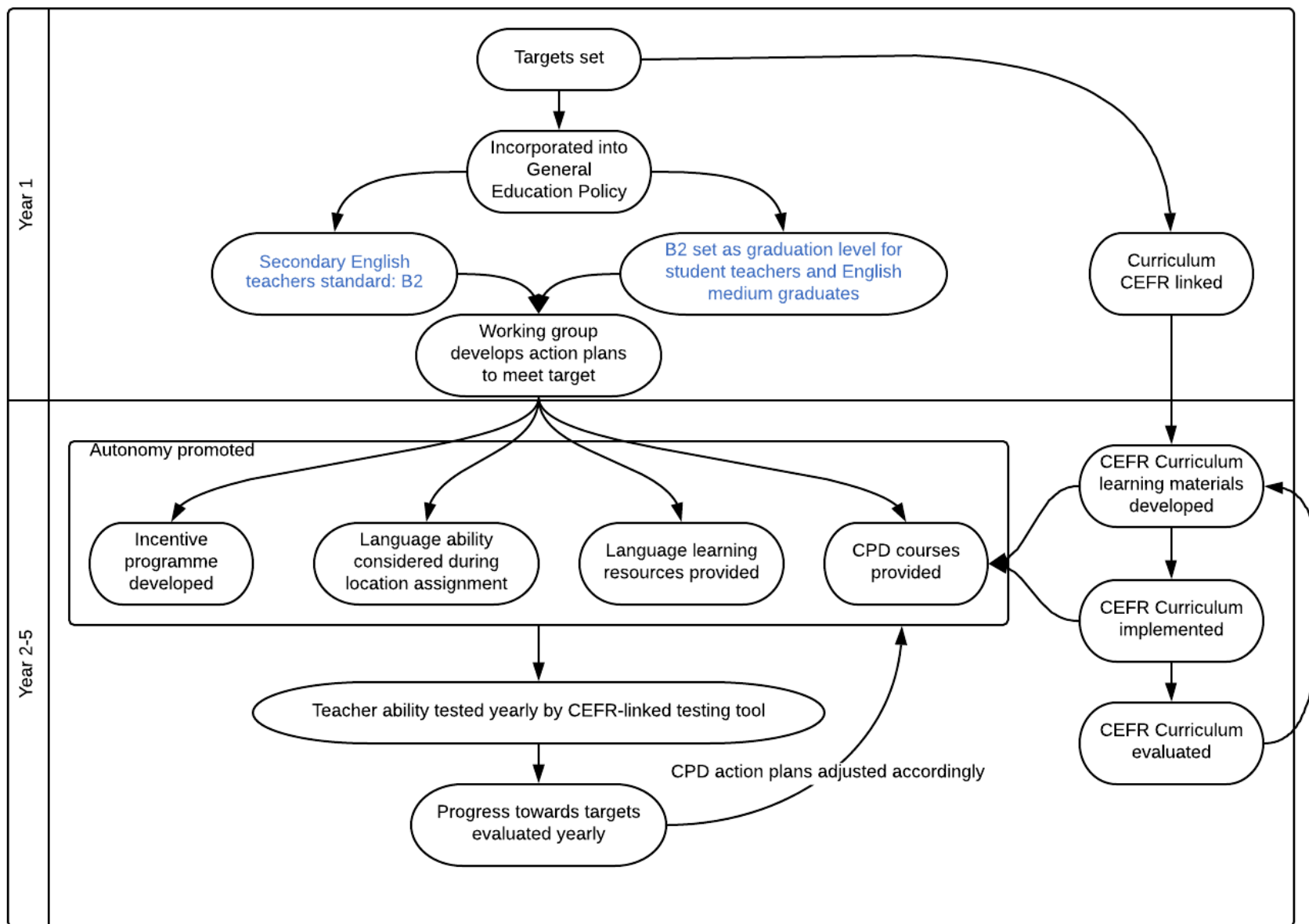


Figure 13: A Roadmap for Development



There are two targets involved here, one in pre-service and one for in-service teachers. These will need separate development processes and will likely involve different government departments. However, there should be overlap in the team members of each of these working groups to ensure communication and collaboration across the system and to contribute to a coherent approach to teacher language development.

At the same time, a separate process can be initiated of CEFR-linking the national curriculum. Initially, this would involve examining current curriculum standards at all year levels and coding them according to CEFR level. A thorough examination of textbooks would involve a similar coding exercise for all tasks included. This process will reveal gaps, jumps and overlaps in the curriculum according to CEFR and will enable a realignment of learning outcomes according to this evidence-based taxonomy. It will also reveal issues with textbooks and other learning resources in terms of lack of, or over-attention to certain language features and skills, as well as how smoothly the textbooks develop from unit to unit and level to level in terms of language, cognitive and social skills. This mapping process will prepare the way for wholesale learning resource revision over the following five years. This gives the opportunity to more fully integrate 21<sup>st</sup> Century skills, technology, and the development of learner autonomy into rewritten learning materials.

In terms of teacher language development, we see four key components embedded in an ethos of developing participant autonomy: an incentive programme, language learning resource provision, CPD course or activity provision, and consideration of language ability as a factor during location assignment. The last of these is important if we are to even out the disparities in language ability in certain regions. Rural areas and the north would benefit from more teachers with higher language abilities. Adding this as a factor to consider in which teacher goes to which school would be a systemic solution to the issue. However, it would of course be important to ensure that this does not cause too much disruption to teacher family life. Forced relocations are likely to be unpopular, demotivating and therefore counter-productive.

However, there may be a solution to this built into an incentive scheme. Incentives for teachers who reach certain levels and incentives for teachers who choose to relocate to balance out the skill gap in the countryside, might be popular. We can imagine an enhanced remuneration package accompanying the opportunity for urban teachers with higher language abilities to spend a limited period (2-3 years) in an area with a language deficit for example. Other forms of incentives would be target-level based: rewards for attaining or exceeding those levels. We would recommend that if these incentives are financial, then they are only paid once, on level attainment. Any more than this would create an ongoing financial burden on MoE funds.

Language learning resources provided to teachers to help develop their own language ability might include online courses, vouchers for course attendance at private language schools, school-based language clubs for teachers, provision of book or self-study resource budgets. These could work together with the CPD course provision which should integrate language development with methodology enhancement. All CPD courses should refer to CEFR. The scheduling of organised face-to-face language development classes for large numbers of teachers at different language levels is likely to be onerous and logistically difficult for both organisers and teachers. More manageable would be the formation of local teacher language development groups meeting on a regular basis where teachers review their learning progress and support each other in their language development. This also follows the ethos of development of language learner autonomy and administrative decentralisation promoted by the MoE.

Whatever development systems are arranged, teacher language ability needs to be tested on a regular basis to inform decisions about both learning and human resource distribution. A regular yearly test during the setting up of this programme could act as a motivational tool for teachers and help them set their own development targets. This also gives those developing their language ability a significant period of time over which to improve. Moving up one CEFR level takes a minimum of 250 concerted hours of study. For busy teachers, this can be a challenge. Spreading this challenge over a year (5 hours a week) will make it seem more manageable. The data generated from these yearly tests will be the key performance indicator for the MoE, enabling it to monitor the progress of English teacher language development across the country.

Building CEFR-level targets into CPD action plans and regularly revisiting these action plans on all CPD courses and through the school-based group activities will embed the idea of language development into the teacher's mindset as an integral development aim.

We believe that five years is a reasonable period over which the MoE can expect to see a significant shift in CEFR levels across the system towards the majority of teachers achieving B2. With clear targets, a well organised, incentivised development system coordinated at local, regional, and national levels, a yearly testing system, and a parallel curriculum renewal programme, this roadmap will result in higher standards of English language being used in classrooms to deliver higher quality learning experiences for Sri Lankan learners of English across the education system.

Long-term sustainable improvement in language teacher proficiency and teacher classroom behaviour to ensure positive impact on learners is not easy to achieve, but we hope that the evidence we have cited from elsewhere in the world gives both reason for optimism and support for the pathways proposed above.

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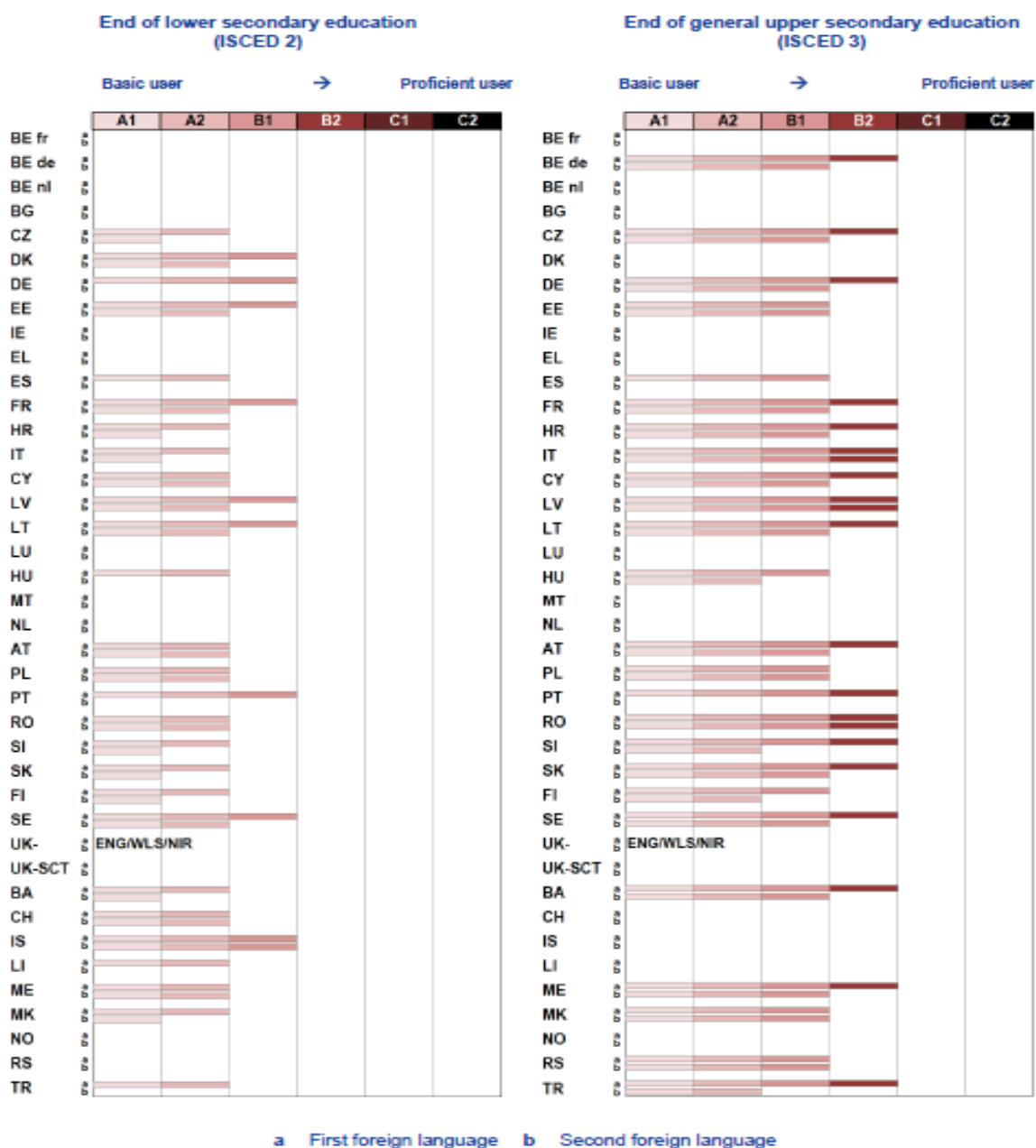
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## Appendix Ia: Secondary English Language Teacher Proficiency Levels Required and Targeted in Asia

Country	Target Secondary Students' Exit Level	Current minimum secondary English teacher qualification(s) required	Formally certified levels of EL teachers: (BC, Cambridge, TEFT, TOEIC, Trinity GESE & 'Aptis for Teachers' results where available)	Stated future target level for teachers' EL proficiency	Global EPI Score for all users	2018 EF Global EPI Rank /88	Data Sources
Bangladesh	'A' level: Cambridge, London, MEB	Pass degree/B.Ed		None as of 2017	48.72	63	Brunfaut & Green 2017 Farooqui 2015; Erling 2017
China		Degree, sub-degree or diploma	TEFT: 6% at Level 1; 11% at Level 2; 83% at Level 3	No change planned	51.94	47	Hu 2004; Jin, Alderson et al 2017
Hong Kong		LPR: LPATE at Level 3 or degree + PGD	LPATE at Level 3 - LPATE 2017 Report Reading 85.1% Writing 39.2% Listening 82.6% Speaking 56.3% CLA 97.3%	No change planned	56.38	30	Falvey 2017; LPATE Assessment Report 2017
India (Bihar)	BSEB/BIEC Standard 10/11	INTER Exam in English - 'no previous systematic investigation of ... language proficiency of secondary teachers' BLISS Report 2015	50% below B1, some B1 and B2 (BLISS Report from BC 2015)	Standard 12	57.13	28	British Council 2015 (BLISS Report)
India (Maha.)			50% A2 or below, 39% B1 & above (Maharashtra BC tests)	No change planned	57.13	28	British Council (ELISS 2013-2015)
Indonesia		IQF Level 7, 'Sarjana' + teacher profession certificate	54% Novice 45% EI/Int. B1/B2 - Sample of 27,000 teachers (TOEIC)	No change planned	51.58	51	Susilo 2016
Japan	EIKEN PT Grade 3	Eiken English Proficiency Test Pre-1 Grade	65% high school teachers Pre-1	Target 75% Pre-1	51.80	49	Ministry of Education Report December 2018
Kazakhstan	B2 target 2020		4897 EMI teachers newly trained to A2 level in 2018	C1 by 2020	45.19	80	Personal communication with the Minister of Education
S. Korea		TEE Index - TEE Certification	TEE at 'M' level – only 12% of Sec. Ts	All at TEE 'M'	56.27	31	Choi 2015
Malaysia		50% C1 - English teachers to do CPE (C2)	5,000 Ts took Aptis in 2012	100% C1 by 2025	59.32	22	Macalister 2017
Pakistan		'There is no specific criterion for the selection of English teachers'	Punjab 62% A0 (Aptis) Full details of CEFR levels in the PEELI Report		51.66	50	British Council 2015 (PEELI Report); Ahmad et al, 2013; Noor & Shahbaz, 2015
Philippines		Variable re. TETE & EMI approaches			61.86	14	
Singapore		PGDE Pass	PGDE graduates: 48.7% 8.0 at IELTS All over 7.5 with a mean of 7.9		68.63	3	Ling, Chong and Ellis, 2014
Sri Lanka	'O' & 'A' levels	Qualifications of current teachers include TT Cert, NCOE, 'A' level, Dip., MA (+none)	See 2019 'Aptis for Teachers' results - 36% B1, 48% B2, 10% CEFR 'C' level	Targets to be determined by TEA-test?	49.39	58	INEE 2013; Aloysius 2015
Taiwan	Bilingual Mandarin & English 2030		English to become an 'official language' by 2019		51.88	48	
Thailand		45% of schools no English majors 75% of English teachers A2	60% of EL teachers below the syllabus level at which they are teaching	None as yet	48.54	64	Thadphoothon 2017; BC Bangkok cited in Bangkok Times 28.9.18 Franz & Teo, 2017; Unesco 2011
Vietnam	B1	50% of teachers below C1 target - only 0.1% at the C2 level aspired to	TEFT: 8% at Level 1; 22% at Level 2; 70% at Level 3	Increased % teachers C1	53.12	41	Thuong Nguyen, 2017



**Figure E7: Expected minimum level of attainment based on CEFR for the first and second foreign languages at the end of lower secondary education (ISCED 2) and general upper secondary education (ISCED 3), 2015/16**



From p 123 of European Commission/EACEA/Eurydice, 2017. *Key Data on Teaching Languages at School in Europe – 2017 Edition*. Eurydice Report. Luxembourg: Publications Office of the European Union. Downloadable from <https://publications.europa.eu/en/publication-detail/-/publication/73ac5ebd-473e-11e7-aea8-01aa75ed71a1/language-en/format-PDF>

As can be seen from the official chart from the European Commission above, the target exit levels from secondary schools in the state sector in Europe are either B2 (in most cases) or B1. These are 'Pass' levels,

with expectations of high overall pass rates, so there are many students whose levels are much higher. Students getting a '1' (Excellent) in Germany or Austria in English would normally be at least C1 in CEFR terms and sometimes C2. As a result, expectations of teachers' proficiency levels are correspondingly high, and the national competitive examinations to become teachers in most European countries are benchmarked at CEFR 'C' levels, with the 'Staatsexam' in Germany for example, being C2 level for secondary teachers.

Not all teachers are at these levels, because in most countries and regions the need to provide a CEFR-linked certification has not been retrospective, but cantons in Switzerland are now making C1 a requirement even at primary level, which is also the case in some of the German 'Laender'.

What is clear is that all European countries recognise, in theory at least, the need for teachers to have a significant 'threshold' above the syllabus level they are teaching and above the normally expected levels of their learners.

Country	Target Secondary Students' Exit Level	Current minimum secondary English teacher qualification required	Formally certified levels of EL teachers: (BC, Cambridge, TEFT, TOEIC, Trinity GESE & 'Aptis for Teachers' results where available)	EF Global EPI Score for all users	2018 EF Global EPI Rank /88
Argentina			C1 in big cities but mainly lower	57.58	27
Austria	B2	C1/C2 **		63.13	12
Brazil		University degree but no English level specified	'Pass' in university course - no test of English but new proficiency targets planned	50.93	53
Colombia			Mainly A2 when tested in 2007 but Colombian teachers at NILE in 2015 A2 to C1; TEFT 1, 2, 3 at 33%, 23%, 44%	48.9	60
Germany	B2	C1/C2 **	C2 Staatsexam	63.74	10
Italy	B2	B2 **	B2 in some regions, e.g. Piemonte	55.77	34
Lithuania	B2			57.81	26
Mexico			TEFT Level 1 - 35%; Level 2 - 39%; Level 3 - 26%	49.76	57
Peru			36%A1/A2;26%B1;38%B2&above	49.32	59
Spain	B2	C1*	C1/C2 – over 40,000 tested in state EOIs	55.85	32
Switzerland	B2	C1	C1 Lower Secondary; C2 Upper Secondary	61.77	15
Uruguay			B2	53.41	40
Uzbekistan		A1	A2/B1	42.53	86

\* = aspirational but increasingly being achieved

\*\* = depending on school type, academic v vocational v CLIL (other subjects taught in English)

The sources of the above data for Europe and for some countries in Latin America are ALTE, the BC ARG, CIEP, the Comunidad de Madrid, the Council of Europe, EALTA, the European Commission, the KMK in Germany, regional EOIs in Spain and personal involvement in national test design and language teacher education projects in Argentina, Brazil, Germany, Italy, Spain and Switzerland, all linked to the CEFR.

## Appendix II: Statistical Analysis of Aptis Results

### Data Collection

The Aptis test data was sent to NILE by the 'exam team' designated by BC Sri Lanka to test the agreed sample of teachers. We had sought to identify a representative sample of more than 500 'eligible' teachers through a sampling procedure combining stratification and randomization, as discussed in the section of this report on the sampling procedure, but in the end a combination of teachers dropping out and some inaccurately reported data meant there were only 412 teachers in the 'cleaned' dataset. Results are provided by skill (L, R, S, W) in raw scores and by CEFR level. An 'Overall Score' (not directly the sum of the subskills' scores) and an 'Overall CEFR Level' were also provided for each teacher.

Table 1 below displays the variables, with the target variables for this report highlighted in yellow:

*Table 1: Variables in the 'Aptis for Teachers' dataset from the sample of state school teachers of English in Sri Lanka*

<b>1</b>	Province
<b>2</b>	RESC (region)
<b>3</b>	Date of Aptis test
<b>4</b>	School Name
<b>5</b>	Candidate Name
<b>6</b>	Candidate Ref
<b>7</b>	Grammar & Vocabulary Result
<b>8</b>	Listening Result ( / 50 )
<b>9</b>	Listening CEFR
<b>10</b>	Reading Result ( / 50 )
<b>11</b>	Reading CEFR
<b>12</b>	Speaking Result ( / 50 )
<b>13</b>	Speaking CEFR
<b>14</b>	Writing Result ( / 50 )
<b>15</b>	Writing CEFR
<b>16</b>	Overall Result ( / 250 )
<b>17</b>	Overall CEFR

## 18 School location (urban, semi urban, rural)

Table 2 displays the 'raw scores' in each CEFR band. It is noteworthy that the raw scores overlap across CEFR bands and the 'Overall Score' does not correspond to the sum of scores by skills. For this report, the 'Overall CEFR level' has been analysed, as it is that which allows for the most meaningful comparisons. The above caveats re. Aptis scoring cut points need to be borne in mind.

Table 2: Scoring in Aptis dataset

Grammar & Vocabulary Result	Listening Result ( ... / 50 )	Listening CEFR	Reading Result ( ... / 50 )	Reading CEFR	Speaking Result ( ... / 50 )	Speaking CEFR	Writing Result ( ... / 50 )	Writing CEFR	Overall Result ( ... / 250 )	Overall CEFR
14-48	Date	A0	date, missing score	A0	0, N as a code	A0	0	A0	10-20	A0
		A1	12,14, date	A1	date	A1	14,16, date	A1		A1
	14,16,18	A2	16,18,20,22,24	A2	16,17,19,21,22, 24	A2	18,20,22,24	A2	62-106	A2
	20,22,24,26,28	B1	26,28,30,32,34, 36	B1	26-40	B1	26,28,30,32,34 ,36,38	B1	89-140	B1
	30,32,34,36,38	B2	36,38,40,42,44	B2	40-47	B2	38,40,42,44,46	B2	126-174	B2
	22,38,40,42,44, 46,48	C	44,46,48,50	C	47,48	C	46,48,50	C	164-183	C
	20	Awaiting	Awaiting	Awaiting	Awaiting	Awaiting	Awaiting	Awaiting		Awaiting
		Blank		Blank	0	Blank		Blank		Blank

## Data Clean

The two datasets were cleaned, linked by the unique candidate reference number, and analysed in R. Graphs were created in Excel and R.

During the data clean, which involved a lot of work to make the dataset manageable, various decisions had to be made in relation to the Aptis results sent to NILE. The following were treated as missing data:

- where a date instead of a numerical score was provided (Excel incorrectly set up in SL)
- all Ns and 0 scores
- all blanks with a grade of A0
- A0s with blank scores were deleted, treating them as missing values. However, all cases where there was blank for the score (because a date had been provided) but a grade of A1 were left.

In the survey file, numerous data formatting operations had to be carried out to enable data analysis.

Once the two datasets had been linked, 'duplicates' were identified for teachers who had filled in the online survey more than once. Only the most recent login responses were kept for these 21 teachers. We then ended up with:

- 391 unique Candidate IDs
- 19 duplicate entries
- 2 triple entries
- **Usable total: 412 teachers (this was agreed to be an adequate sample as it slightly exceeded the initially agreed target of 400, the sample remaining representative)**

37 teachers had 'Aptis' results, but did not fill in the survey data. These teachers were left in the descriptive analyses, but removed from the correlation and regression analyses by R.

## Data Analysis

First, descriptive summary analyses were run and graphs generated to show the proportion of candidates achieving each CEFR level by e.g. age, length of experience teaching English, medium of instruction, opinions, etc. Then, correlations were run to see the relationship of each separate variable to CEFR level. Finally, a multiple regression was run to see which variables best predict the teachers' CEFR level when analysed together in the same model.

## Descriptive Analyses

### 1 Overall CEFR level

Table 3 - Frequency results for 'Overall CEFR level'

A0	2	0%
A2	21	5%
B1	149	36%
B2	197	48%
C	43	10%
Total	412	

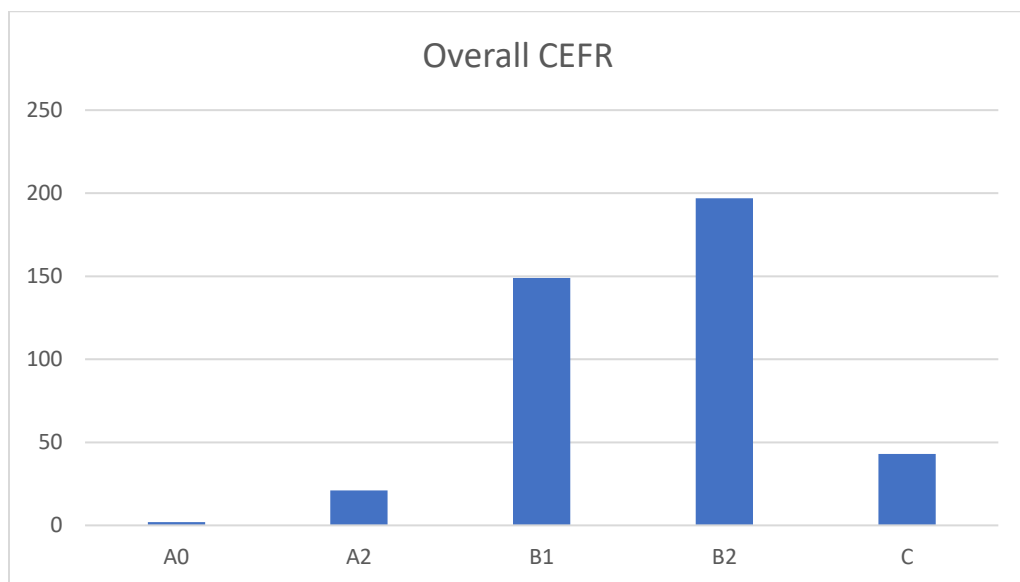


Figure 14 Frequency of 'Overall CEFR' achieved

The vast majority of teachers in the dataset achieved an overall B1 or B2. Around 10% achieved CEFR 'C' level. (There was no teacher who was A1 in the 'Overall CEFR' results and the tiny A0 proportion almost certainly reflects incorrect recording or tabulation of results).





## 2 CEFR skill level

Table 4 Frequency and percentage results by skill

	Listening	L%	Reading	R%	Speaking	S%	Writing	W%
A0	1	0%	1	0%	1	0%	1	0%
A1	1	0%	5	1%	2	0%	4	1%
A2	24	6%	67	16%	21	5%	24	6%
B1	126	31%	162	39%	183	44%	127	31%
B2	158	38%	107	26%	169	41%	210	51%
C	101	25%	68	17%	17	4%	40	10%
NA	1	0%	2	0%	19	5%	6	1%
Total	412	100%	412	100%	412	100%	412	100%

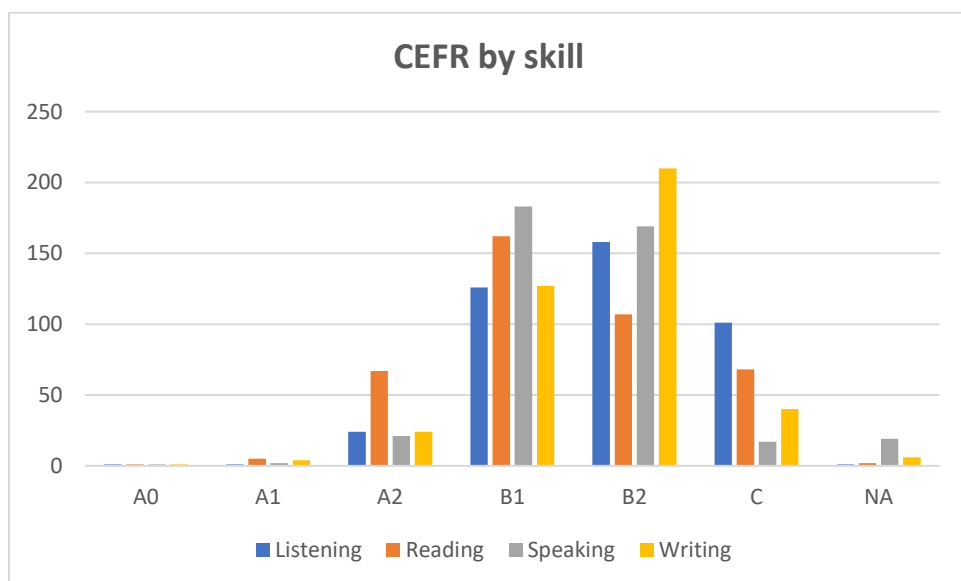


Figure 15 Frequency CEFR results by skill

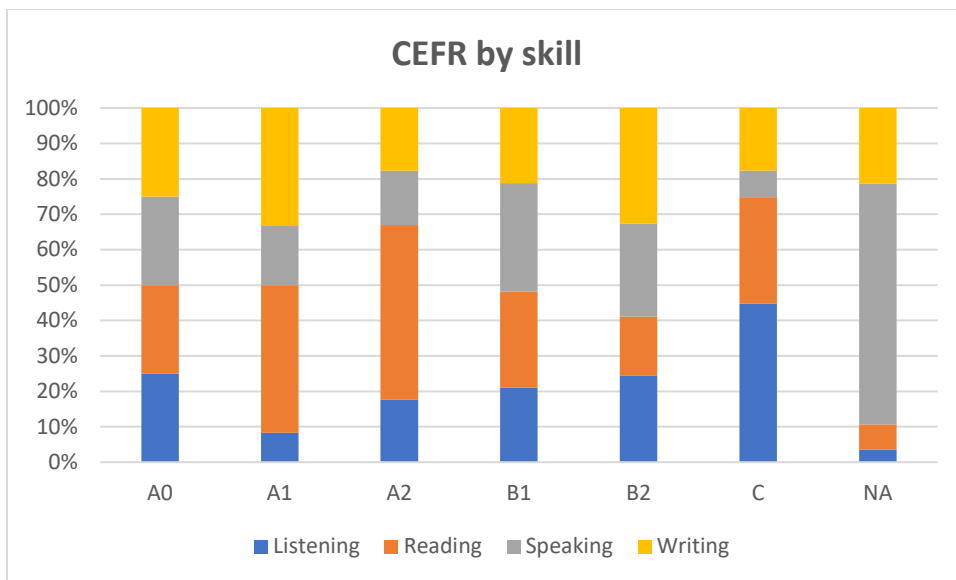


Figure 16 Percentage CEFR level achieved by skill

Most teachers in the sample are at CEFR 'B' levels. B2 is the biggest group for **Listening** (38%), **Reading** is B1 for 39% (the biggest sub-group). **Speaking** is B1 or B2 for most teachers (44% and 41% respectively) while **Writing** is B2 for 51% of the teachers. These broadly homogeneous levels of proficiency can be said to account for the modest correlations with other variables.

### 3 CEFR results by school location (rural, semi-urban, urban)

Table 5 Frequency of CEFR level achieved by school location (rural, semi-urban, urban)

Location	A0	A2	B1	B2	C	Grand Total
Rural		10	59	47	10	126
Semi-urban	2	9	62	88	21	182
Urban		2	28	62	12	104
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

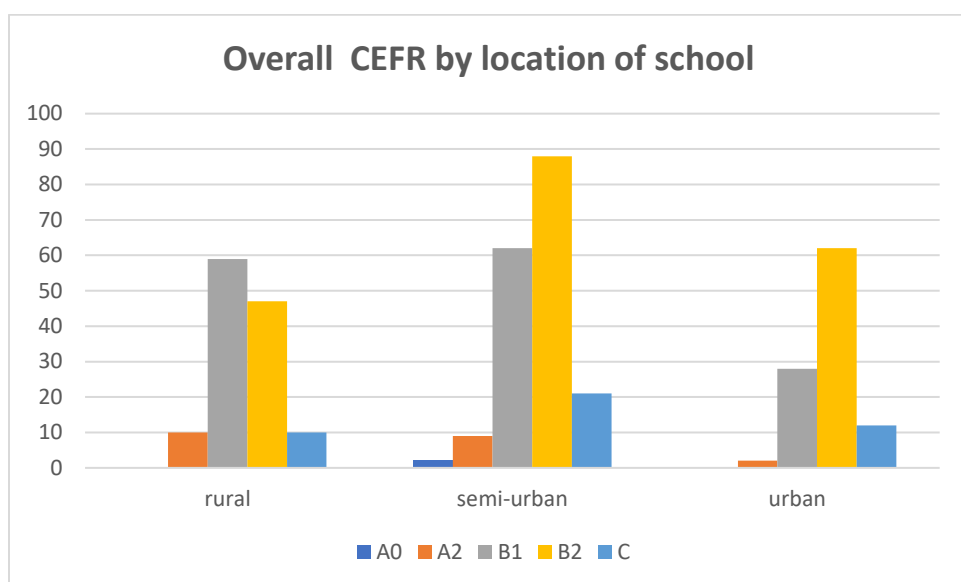


Figure 17 Frequency of CEFR level achieved by school location (rural, semi-urban, urban)

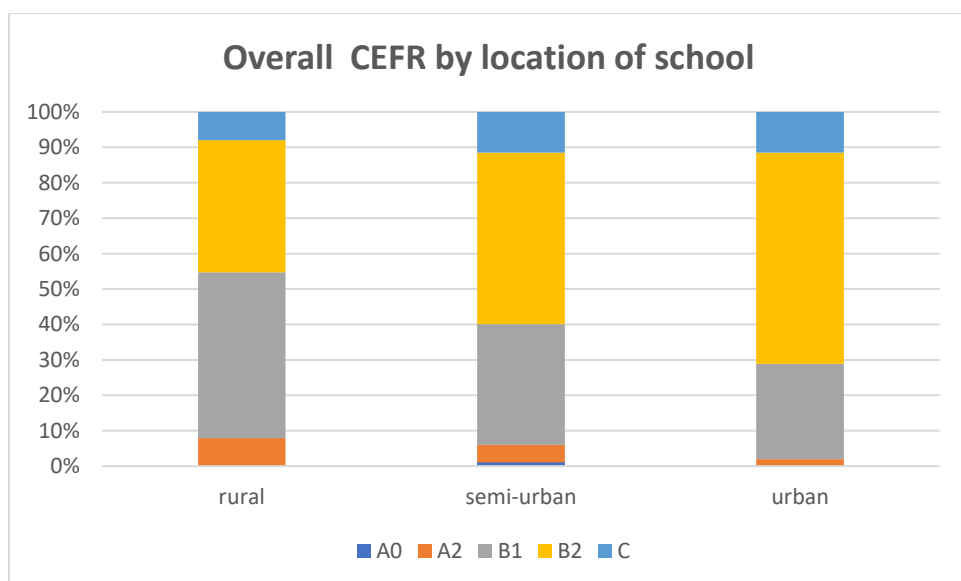


Figure 18 Percentage of CEFR level achieved by school location (rural, semi-urban, urban)

Urban schools have proportionately higher levels of proficiency compared to rural schools.

## 4 CEFR levels: results by Province

Table 6 displays the numbers of schools in each category (urban, semi-urban, rural) in each province, and Table 7 shows number of teachers achieving each CEFR level in each province.

*Table 6 Number of urban, semi-urban, rural schools in each province in dataset*

	Urban	Semi - Urban	Rural
Western	6	9	9
North	3	3	4
Southern	2	2	8
Eastern	1	9	7
North C	0	4	9
North W	0	8	18
Uva	1	3	3
Central	5	7	7
Sabaragamuwa	1	4	8

*Table 7 Frequency of CEFR level achieved in each province*

Province	A0	A2	B1	B2	C	Grand Total
Central	1	2	20	29	7	59
Eastern		2	15	18	3	38
North		2	18	8		28
North Central		1	13	10	3	27
North West		4	22	22	4	52
Sabaragamuwa	1	2	9	26	5	43
Southern		2	11	17	3	33
Uva		1	6	8	1	16
Western		5	35	59	17	116
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

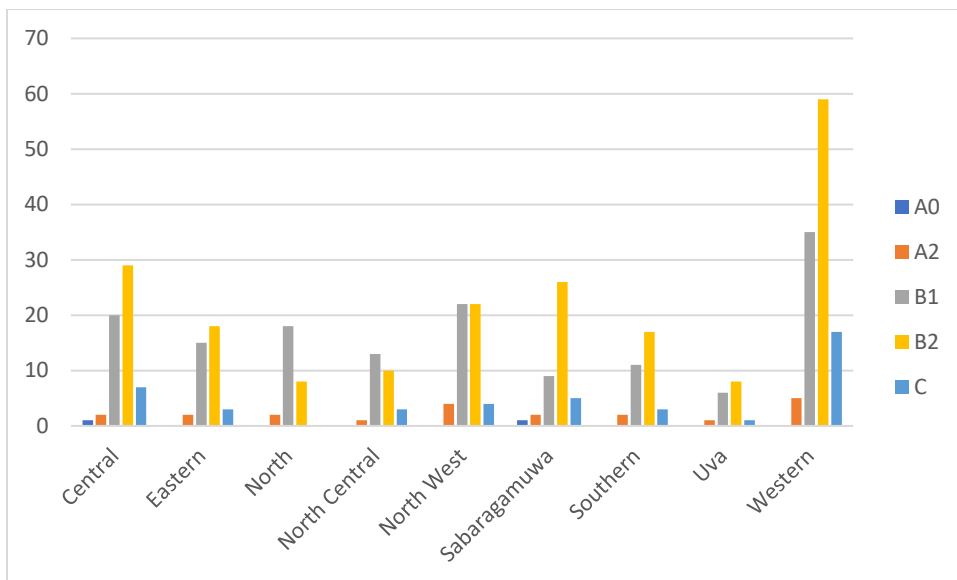


Figure 19 Frequency of CEFR level achieved in each province

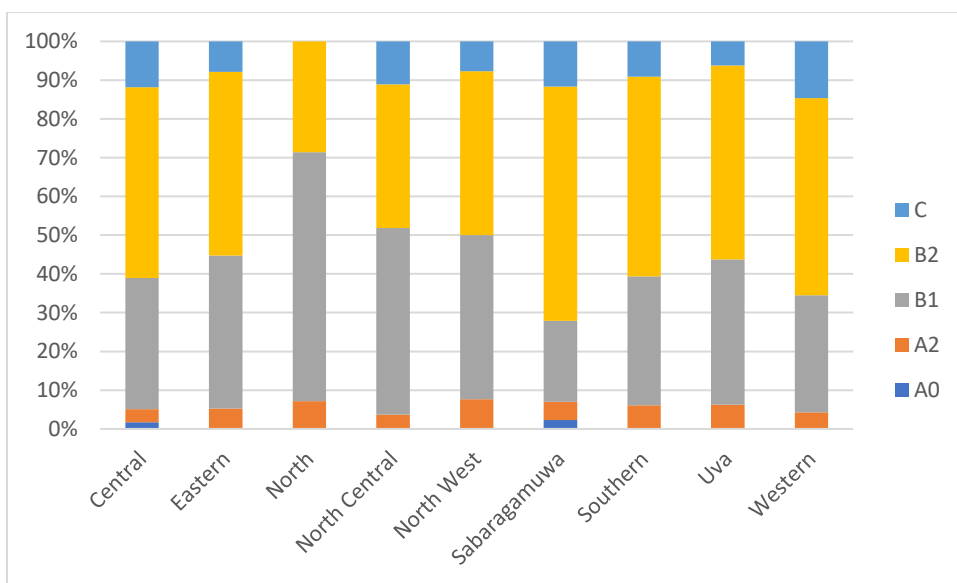


Figure 20 Percentage of CEFR level achieved in each province

The highest proportion of 'C-level' candidates is in Central, North Central, Sabaragamuwa, Southern and Western areas, with 'Western' noticeably the highest. The North did not have any teachers who achieved 'C'.

## 5 CEFR results by Age

Table 8 Frequency of CEFR level achieved by age group

Age group	A0	A2	B1	B2	C	Grand Total
20s			19	31	16	66
30s		3	38	67	14	122
40s		8	42	52	3	105
50s		7	39	31	5	82
NA	2	3	11	16	5	37
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

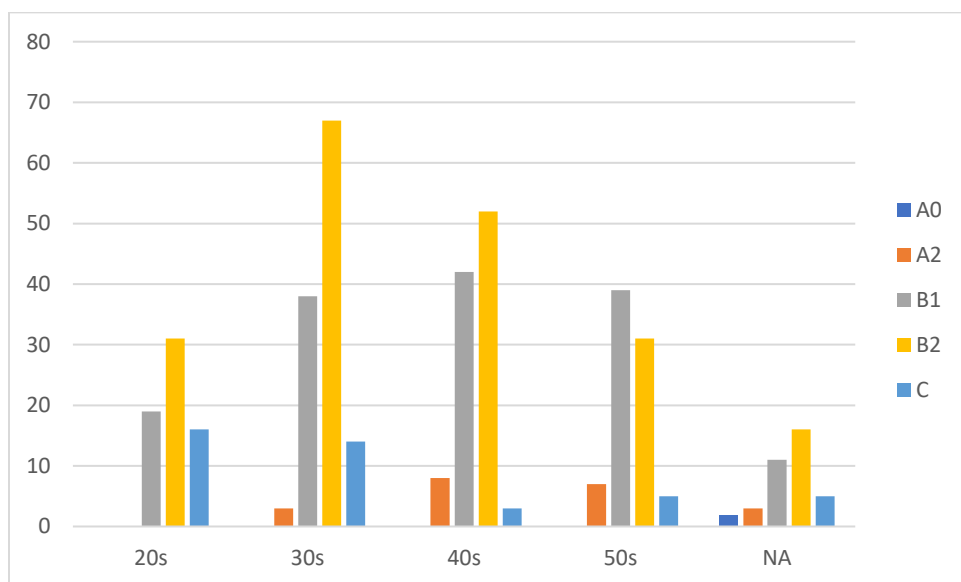
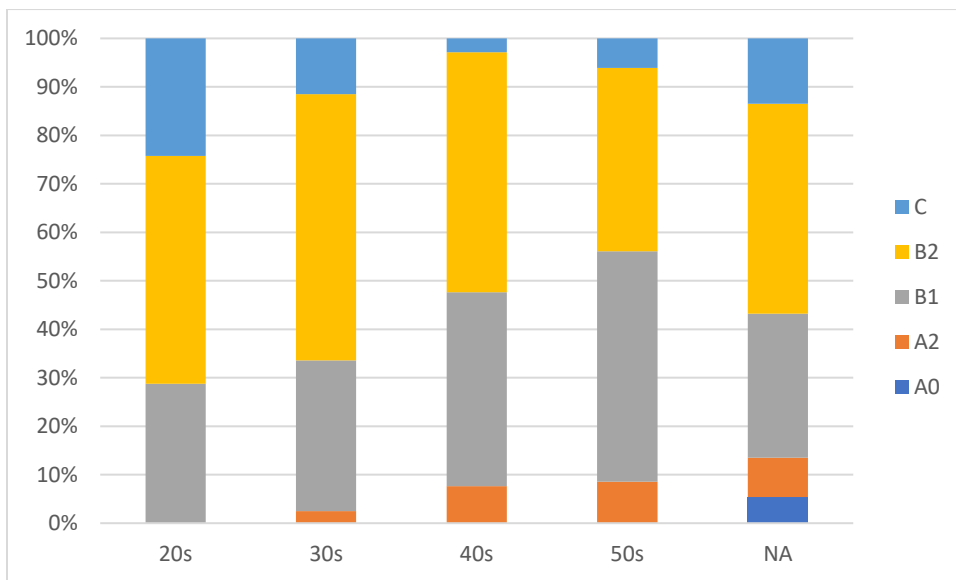


Figure 21 Frequency of CEFR level achieved in each age group



*Figure 22 Percentage of CEFR level achieved in each age group*

Very simply put, the younger the teachers among those giving their age, the higher the CEFR level they achieved. This result is worth exploring further, to ascertain why this is the case.

## 6 CEFR results by ‘Number of years of teaching English’

Table 9 Frequency of CEFR level by ‘Number of years of teaching English’

Years of ELT	A0	A2	B1	B2	C	Grand Total
This is my first year			1	1		2
1-5		4	26	35	12	77
6-10		4	25	38	14	81
11-15		2	25	33	5	65
16-20		1	13	29	1	44
More than 20		5	38	37	5	85
More than 30		2	10	8	1	21
NA	2	3	11	16	5	37
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

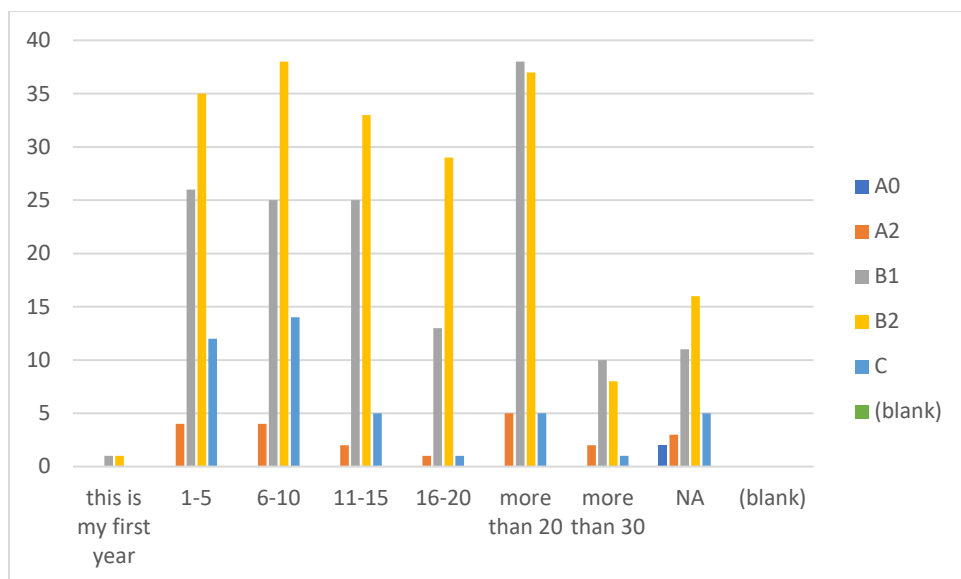


Figure 23 - Frequency of CEFR level by ‘Number of years of teaching English’



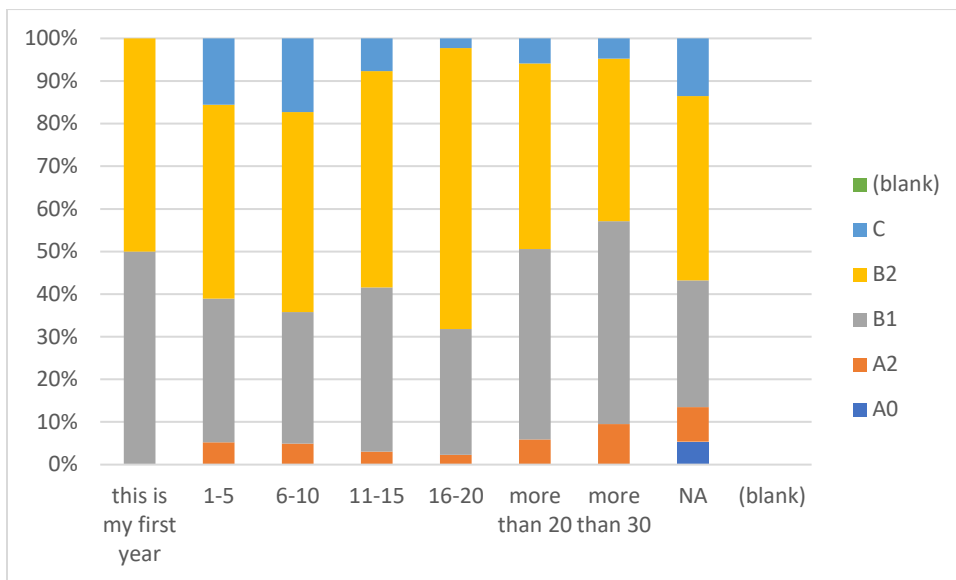


Figure 24 Percentage of CEFR level achieved by Number of years of teaching English

The number of years of ELT experience seems to negatively correlate with level of proficiency.

Appendix 1 contains the rest of the tables and graphs generated as a result of descriptive analysis to show the proportion of candidates achieving each CEFR level (e.g. medium of instruction, opinions, etc.).

### Correlations

The results of pair-wise correlations are displayed in Table 10.

It can be seen that CEFR grades achieved in listening, speaking, reading and writing correlate with the overall CEFR level ( $r = 0.74, 0.72, 0.66$  and  $0.67$  respectively).

Age and, to a lesser extent, years of ELT, correlate negatively with CEFR level ( $r = -0.26$  and  $-0.10$  respectively). This means that the younger the teachers, the higher CEFR level they have. To a lesser extent, the longer they have taught English, the lower the CEFR level they have.

O-level, A-level English grades and school location (rural, semi-rural, urban) correlate positively with CEFR level ( $r = 0.16, 0.18, 0.14$ , respectively), meaning the higher the O-level and A-level results, or the more 'urban' the school, the higher the CEFR level achieved.

Teachers are best at self-assessing their Speaking level ( $r = 0.33$ ) and worst in their self-assessment of their Writing level ( $r = 0.24$ ).

Among the 'opinions', the penultimate one ('Teachers with low levels of proficiency should receive training and support to improve their English') correlates positively with CEFR level (those who strongly agree with this statement tend to have higher CEFR levels). The last statement ('Only teachers with higher levels of proficiency should be allowed to teach higher grades') correlates negatively with the CEFR level achieved (those who strongly agree tend to have lower CEFR levels).

Table 10 - Correlations among variables

	overall_cefr_rank	listening_cefr_rank	reading_cefr_rank	speaking_cefr_rank	writing_cefr_rank	age_group	years_of_elt_group	self_assessment_of_lang_ability	skill_self_assessment_reading	skill_self_assessment_listening	skill_self_assessment_speaking	skill_self_assessment_writing	o_level_grades	a_level_grades	opinions_pre_service_prepared_me	opinions_min_level_required	opinions_higher_class_higher_english_reqd	opinions_low_should_be_trained	opinions_only_high_should_achieve_high_class	desire_for_lang_dev	amount_of_english_in_class
listening_cefr_rank	0.74																				
reading_cefr_rank	0.72	0.50																			
speaking_cefr_rank	0.66	0.49	0.38																		
writing_cefr_rank	0.67	0.46	0.42	0.42																	
age_group	-0.26	-0.16	-0.19	-0.17	-0.32																
years_of_elt_group	-0.10	-0.03	-0.04	-0.11	-0.21	0.80															
self_assessment_of_lang_ability	0.22	0.25	0.15	0.21	0.14	0.17	0.21														
skill_self_assessment_reading	0.28	0.28	0.21	0.26	0.25	0.07	0.10	0.56													
skill_self_assessment_listening	0.29	0.30	0.20	0.24	0.23	0.13	0.20	0.59	0.75												
skill_self_assessment_speaking	0.33	0.29	0.25	0.33	0.21	0.20	0.25	0.69	0.64	0.76											
skill_self_assessment_writing	0.24	0.21	0.14	0.27	0.20	0.14	0.17	0.57	0.72	0.65	0.73										
o_level_grades	0.16	0.12	0.13	0.14	0.23	-0.33	-0.35	0.04	0.00	0.01	-0.01	-0.02									
a_level_grades	0.18	0.15	0.10	0.20	0.18	-0.22	-0.33	0.21	0.06	0.10	0.16	0.14	0.45								
opinions_pre_service_prepared_me	0.10	0.09	0.14	0.07	0.02	0.00	0.04	-0.05	0.14	0.12	0.11	0.13	0.02	0.04							
opinions_min_level_required	0.08	0.18	0.04	0.07	0.04	0.01	-0.01	0.14	0.08	0.19	0.20	0.10	0.18	0.27	0.24						
opinions_higher_class_higher_english_reqd	0.05	0.07	0.06	0.06	0.02	0.02	0.04	0.16	0.22	0.22	0.21	0.24	0.06	0.06	0.21	0.25					
opinions_low_should_be_trained	0.18	0.22	0.11	0.08	0.10	-0.10	-0.05	0.09	0.13	0.12	0.09	0.04	0.06	0.12	0.29	0.12	0.26				
opinions_only_high_should_achieve_high_class	-0.10	-0.06	-0.11	0.02	-0.06	0.02	-0.07	0.02	0.06	0.04	0.04	0.01	0.07	0.19	0.15	0.28	0.24	0.22			
desire_for_lang_dev	-0.05	-0.12	-0.04	-0.02	-0.02	0.11	0.12	-0.06	-0.05	-0.02	0.05	0.01	-0.04	-0.12	-0.05	-0.05	-0.10	-0.34	-0.22		
amount_of_english_in_class	-0.09	-0.07	-0.08	-0.09	-0.02	-0.07	-0.05	-0.15	-0.11	-0.10	-0.13	-0.06	0.06	-0.03	0.05	0.00	-0.12	-0.01	-0.06	0.01	
Location	0.14	0.19	0.10	0.17	0.08	0.26	0.33	0.31	0.21	0.32	0.33	0.22	-0.04	0.05	0.08	0.13	0.16	0.05	0.04	0.05	-0.18

## Multiple Regression

Having identified how the variables of interest to this report relate to CEFR levels, we took the information in the dataset to make more powerful and accurate predictions about the CEFR levels of teachers by using multiple regression (see Fox 2015, Papp and Walczak 2016, Fox and Weisberg 2018).

Dependent/response variable  $y$ : Overall CEFR level, converted into a nominally continuous variable.

Independent/explanatory variables/predictors:

- numeric: e.g. age, O-level, A-level grades
- qualitative categorical: e.g. province, school location (these are factors with  $q$  distinct categories or levels, typically require  $q - 1$  as *regressors*)
- ordinal: e.g. opinions on statements expressed on a 5-point scale from strongly disagree to strongly agree.

The aim of using this procedure was to regress 'CEFR level' on the predictor variables by finding the regression model that best fits the data. The *predictors* were converted to *regressor* variables, which are numeric variables that appear directly in the model. The basic R function for fitting linear regression models is the `lm ( )` function.

First, as advised by Fox and Weisberg (2018) a scatterplot matrix was run, i.e. a graphical analogue of the correlation matrix in Table 7, displaying bi-variate scatterplots of all pairs of numeric variables in the dataset. Each panel is the appropriate summary graph for the regression of the  $y$ -axis variable on the  $x$ -axis variable. These can be seen in Appendix 2.

In the relative importance metrics (i.e. the correlation matrix in Table 10), the explanatory variables that were identified as most important are:

Age_group	-0.26
Years_of ELT_group	-0.10
Location	0.14
'O'_level_grades	0.16
'A'_level_grades	0.18

The following intercorrelations were observed among the explanatory variables:

	Age_group	Years_of_EL_T_group
Years_of ELT_group	0.80	
'O'_level_grades	-0.33	-0.35
'A'_level_grades	-0.22	-0.33
Location	0.26	0.33

Following Crawley's (2007) and most statisticians' recommendations (see below), three explanatory variables were considered: age, years of English language teaching and school location. These three variables are of highest relevance and importance for educational decision-making purposes.

As advised by Crawley (2007), Larson-Hall (2008), Fox and Weisber (2018), the starting point was the maximal model with all three explanatory variables as main effects and the interactions among them. Then a process of simplifying the model was carried out by first removing the highest-order interactions one by one that had the highest  $p$ -value (the least statistical one).

The final results of the best fit model of the stepwise multiple regression analyses are shown below:

Call:

```
lm(formula = overall_cefr_rank ~ age_group + location + years_of_elt_group +
    age_group:location + age_group:location:years_of_elt_group,
    data = dfr, na.action = na.exclude)
```

Residuals:

```
Min 1Q Median 3Q Max
-1.67360 -0.51647 0.04686 0.41518 1.71722
```

Coefficients:

```
Estimate Std. Error t value Pr(>|t|)
(Intercept) 5.338888 0.345838 15.438 < 2e-16 ***
age_group -0.511915 0.143924 -3.557 0.000424 ***
location -0.037827 0.214758 -0.176 0.860282
years_of_elt_group 0.162274 0.076895 2.110 0.035502 *
age_group:location 0.115670 0.087354 1.324 0.186269
age_group:location:years_of_elt_group -0.009187 0.008524 -1.078 0.281807
---
```

Signif. codes: 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1

Residual standard error: 0.6768 on 369 degrees of freedom  
(37 observations deleted due to missingness)  
Multiple R-squared: 0.1492, Adjusted R-squared: 0.1376  
F-statistic: 12.94 on 5 and 369 DF, p-value: 1.304e-11

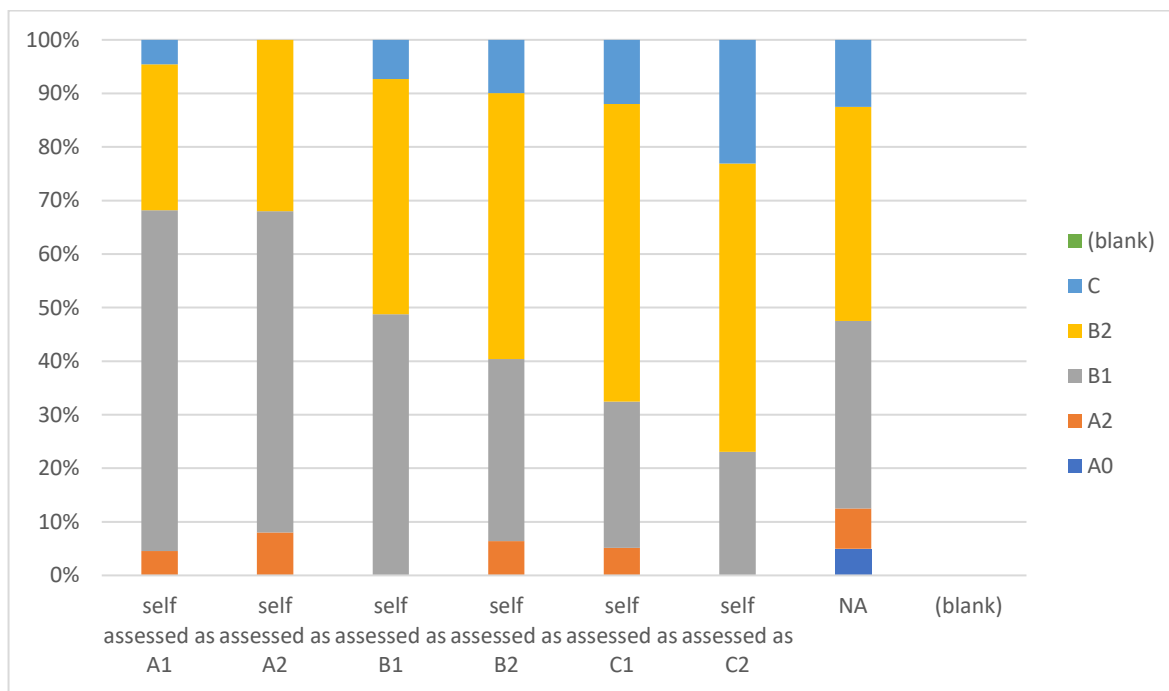
The R-squared value ( $R^2=0.1492$ ) indicates that the variance in the three explanatory variables explains 14% of the variance in CEFR level achieved, with age being the strongest predictor and years of ELT being the second strongest. Location is not a statistical predictor of CEFR level.

When interpreting the regression coefficients in the second column under Estimate (the b values), we see that an average increase in CEFR level is associated with a decrease of half an age group unit (i.e. half of 10 years), when all other explanatory variables (location and years of English language teaching) are held constant.

In this 'best fit' model that fits the data, the residual standard error is still very high (0.6768), indicating the level of unreliability surrounding the coefficients.

## 7 CEFR level by self-assessment of language ability

Overall CEFR	A0	A2	B1	B2	C	Grand Total
self-assessed as A1		1	14	6	1	22
self-assessed as A2		2	15	8		25
self-assessed as B1			20	18	3	41
self-assessed as B2		9	48	70	14	141
self-assessed as C1		6	32	65	14	117
self-assessed as C2			6	14	6	26
NA	2	3	14	16	5	40
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>



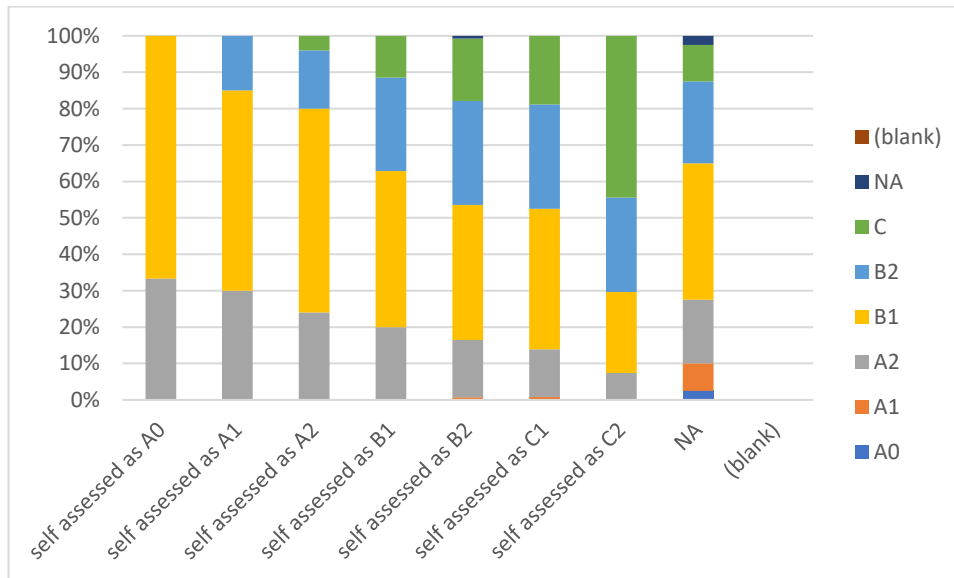
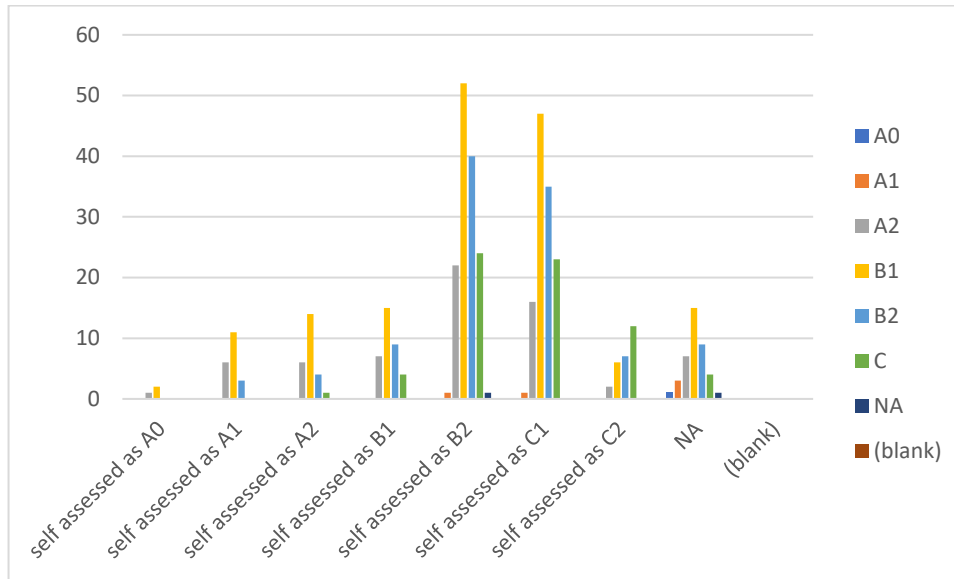
Lower level teachers tend to underestimate their level of English, while some higher level teachers (B2 upwards) overestimate their level of English.

## 8 CEFR skill scores by individual skill score self-assessment

### Reading self-assessment

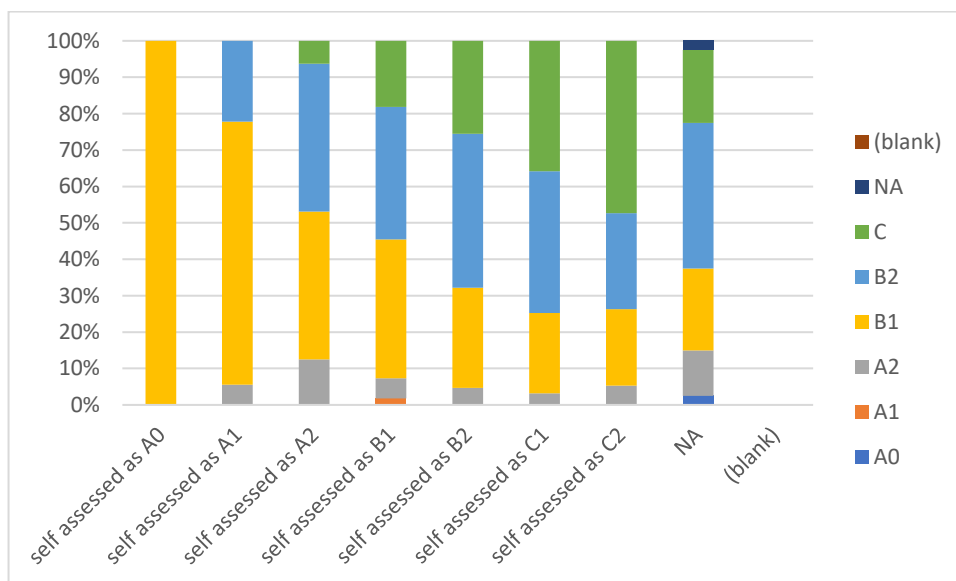
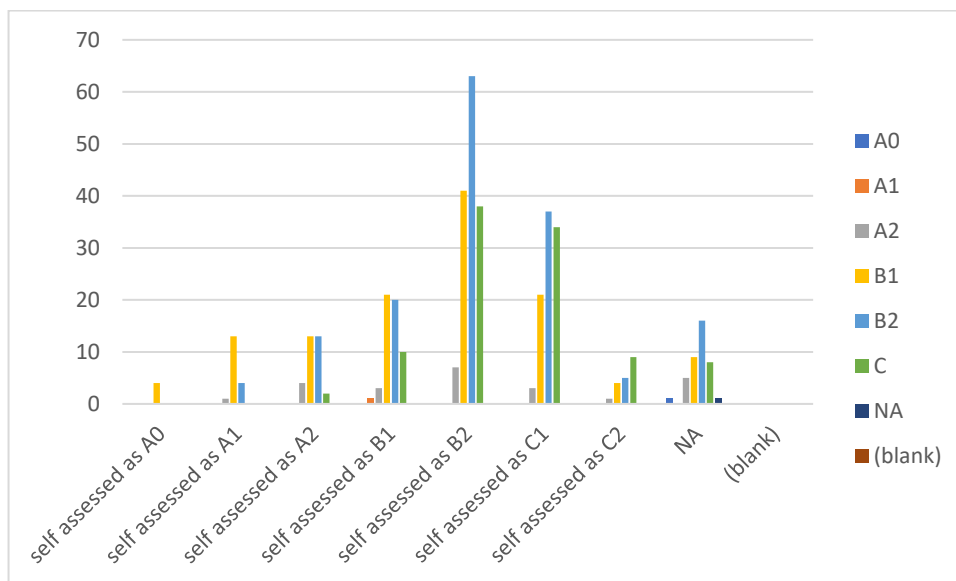
Reading	A0	A1	A2	B1	B2	C	NA	Grand Total
self-assessed as A0			1	2				3
self-assessed as A1			6	11	3			20
self-assessed as A2			6	14	4	1		25
self-assessed as B1			7	15	9	4		35
self-assessed as B2		1	22	52	40	24	1	140
self-assessed as C1		1	16	47	35	23		122
self-assessed as C2			2	6	7	12		27
NA	1	3	7	15	9	4	1	40
<b>Grand Total</b>	<b>1</b>	<b>5</b>	<b>67</b>	<b>162</b>	<b>107</b>	<b>68</b>	<b>2</b>	<b>412</b>





## Listening self-assessment

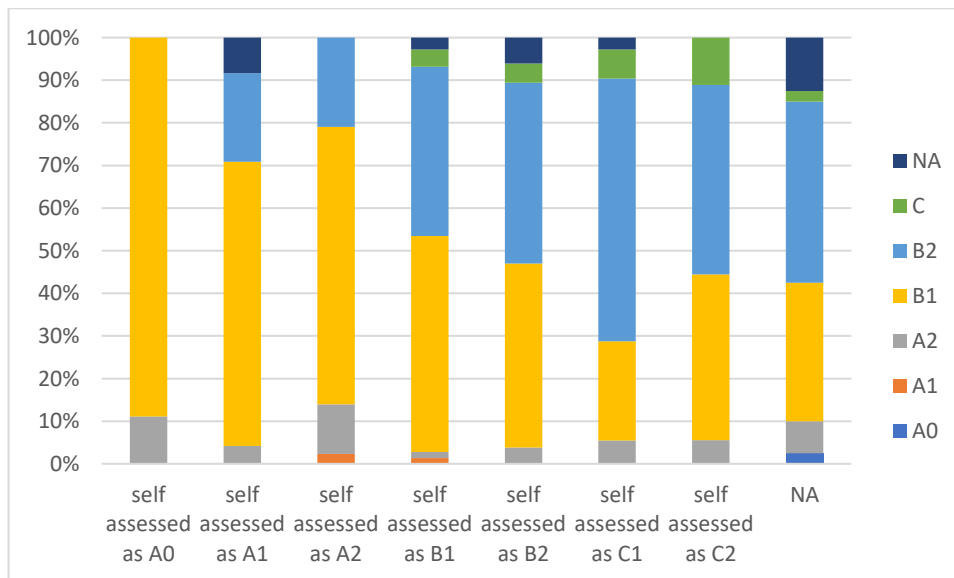
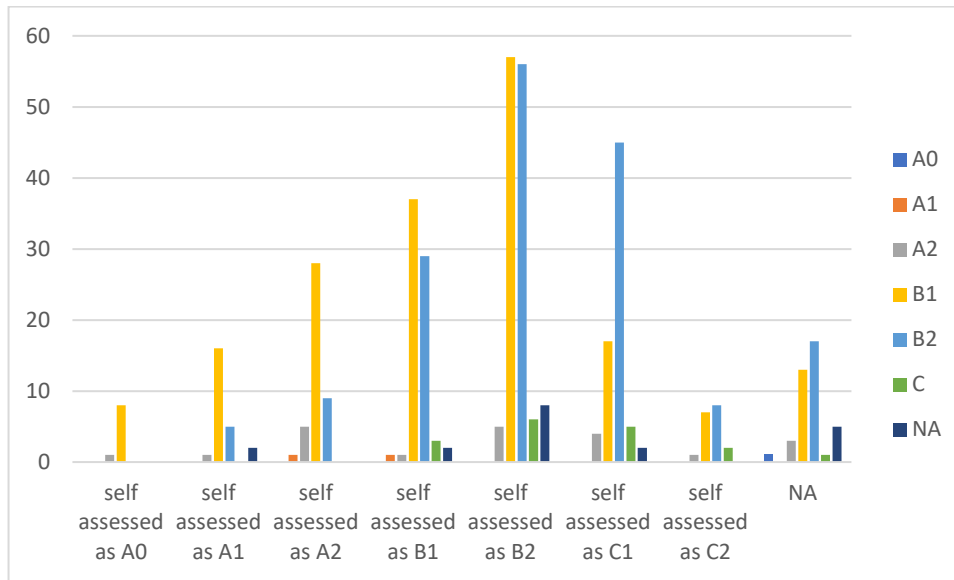
Listening	A0	A1	A2	B1	B2	C	NA	Grand Total
self-assessed as A0				4				4
self-assessed as A1			1	13	4			18
self-assessed as A2			4	13	13	2		32
self-assessed as B1		1	3	21	20	10		55
self-assessed as B2			7	41	63	38		149
self-assessed as C1			3	21	37	34		95
self-assessed as C2			1	4	5	9		19
NA	1		5	9	16	8	1	40
<b>Grand Total</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b>126</b>	<b>158</b>	<b>101</b>	<b>1</b>	<b>412</b>



Teachers are fairly accurate when they self-assess their Reading and Listening skills.

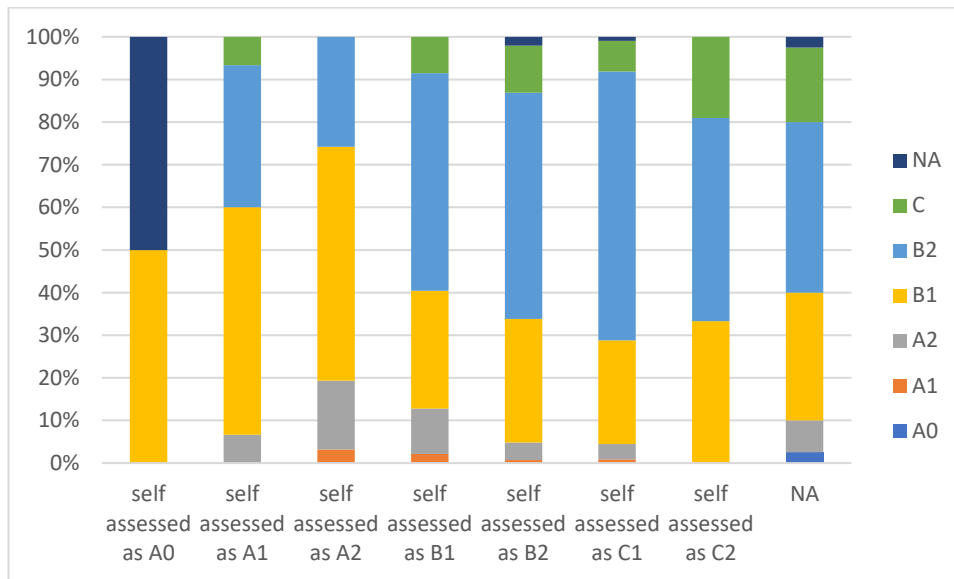
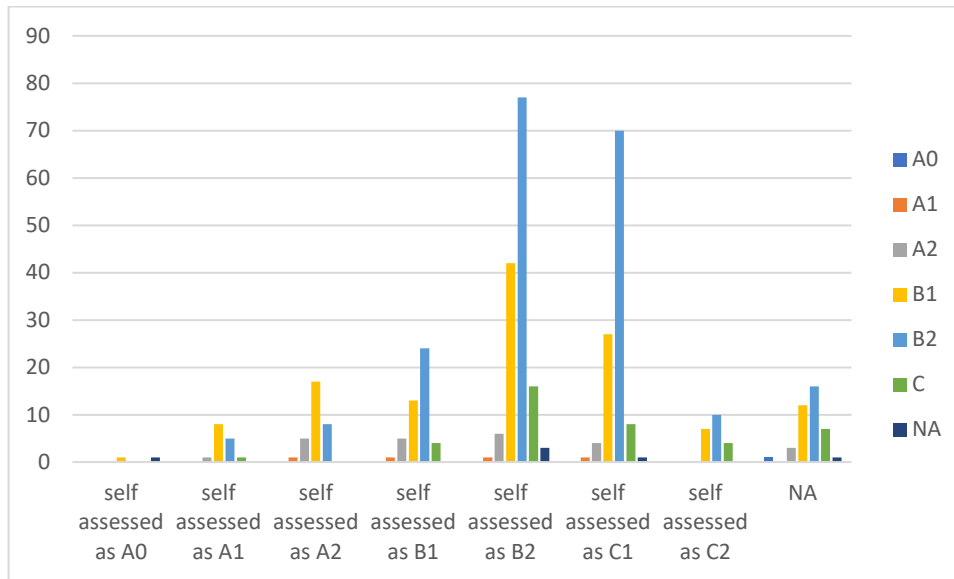
## Speaking self-assessment

Speaking	A0	A1	A2	B1	B2	C	NA	Grand Total
self-assessed as A0			1	8				9
self-assessed as A1			1	16	5		2	24
self-assessed as A2		1	5	28	9			43
self-assessed as B1		1	1	37	29	3	2	73
self-assessed as B2			5	57	56	6	8	132
self-assessed as C1			4	17	45	5	2	73
self-assessed as C2			1	7	8	2		18
NA	1		3	13	17	1	5	40
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>21</b>	<b>183</b>	<b>169</b>	<b>17</b>	<b>19</b>	<b>412</b>



## Writing self-assessment

Writing	A0	A1	A2	B1	B2	C	NA	Grand Total
self-assessed as A0				1			1	2
self-assessed as A1			1	8	5	1		15
self-assessed as A2		1	5	17	8			31
self-assessed as B1		1	5	13	24	4		47
self-assessed as B2		1	6	42	77	16	3	145
self-assessed as C1		1	4	27	70	8	1	111
self-assessed as C2				7	10	4		21
NA	1		3	12	16	7	1	40
<b>Grand Total</b>	<b>1</b>	<b>4</b>	<b>24</b>	<b>127</b>	<b>210</b>	<b>40</b>	<b>6</b>	<b>412</b>



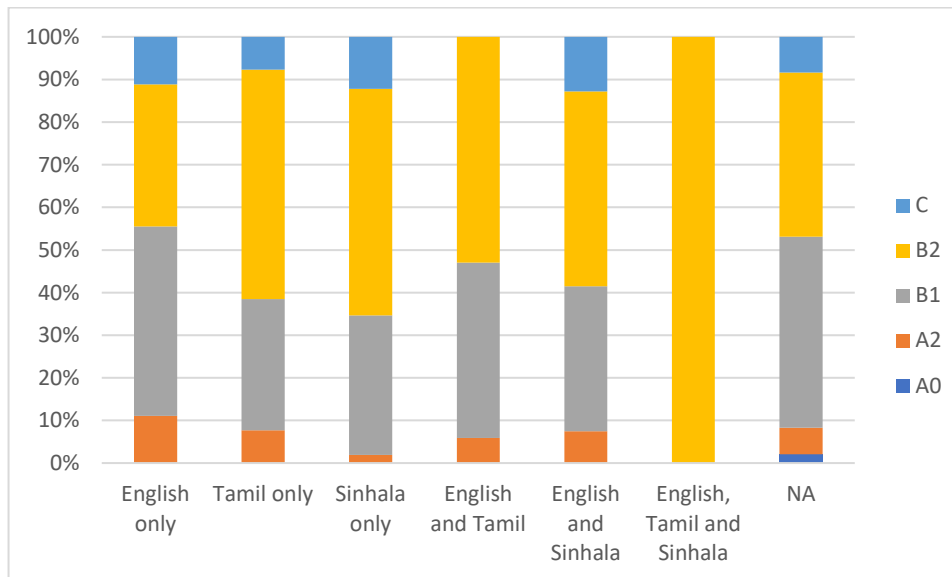
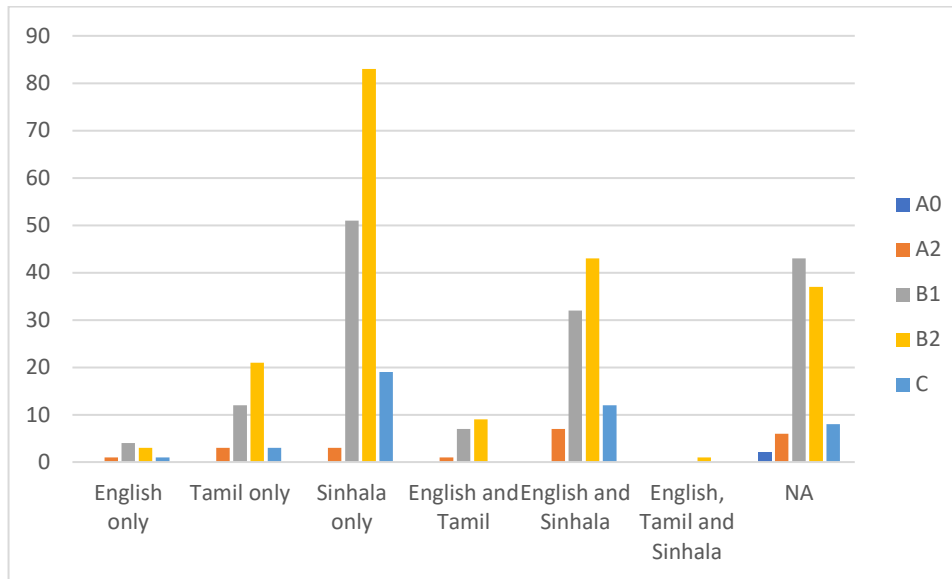
Teachers are most accurate when they self-assess their Writing skills.

## 9 CEFR score by medium of instruction in different levels of schooling

### Primary

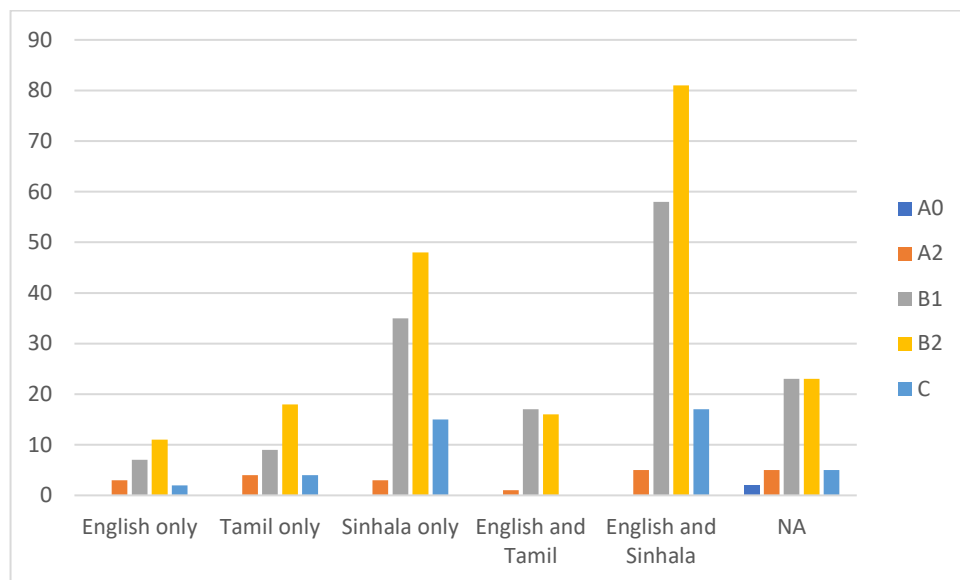
Primary	A0	A2	B1	B2	C	Grand Total
English only		1	4	3	1	9
Tamil only		3	12	21	3	39
Sinhala only		3	51	83	19	156
English and Tamil		1	7	9		17
English and Sinhala		7	32	43	12	94
English, Tamil and Sinhala				1		1
NA	2	6	43	37	8	96
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

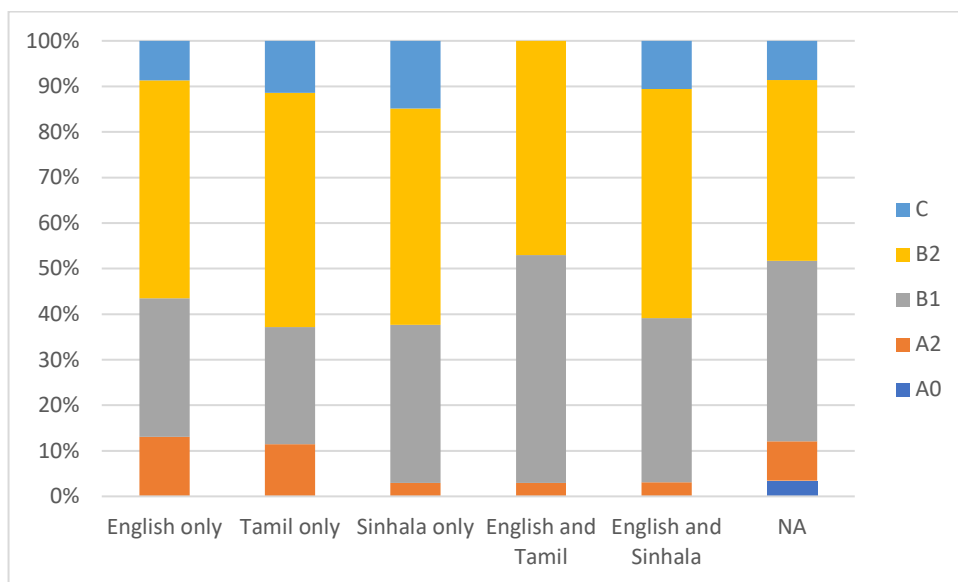




## Secondary

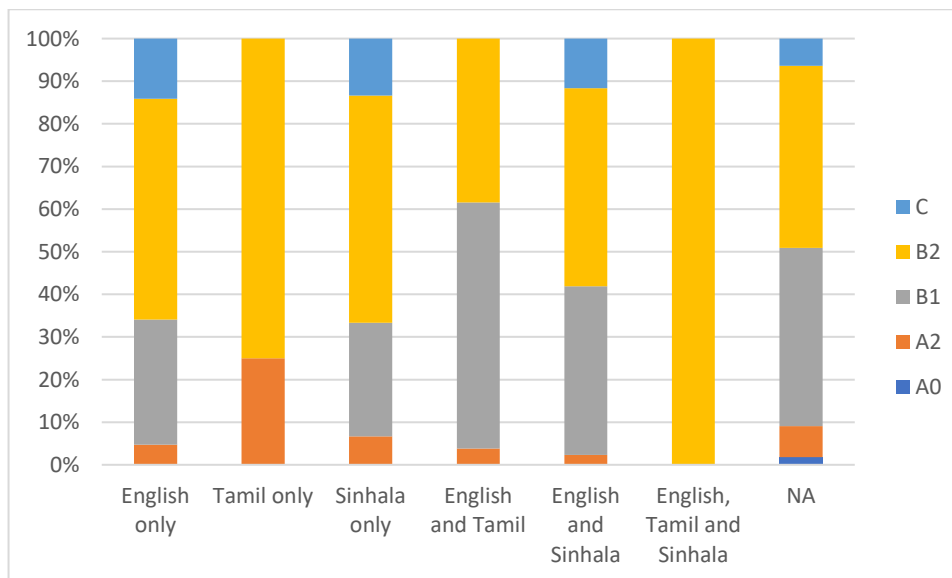
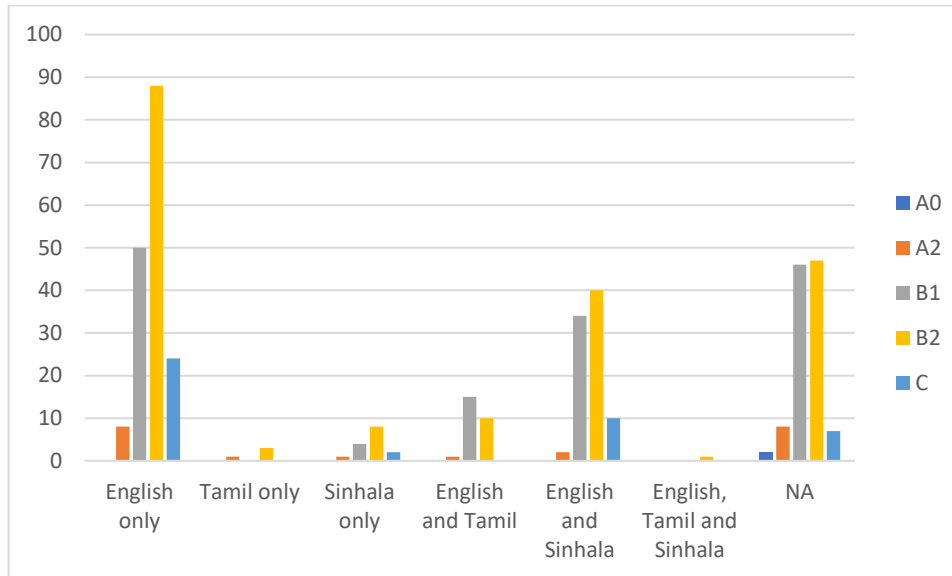
Secondary	A0	A2	B1	B2	C	Grand Total
English only		3	7	11	2	23
Tamil only		4	9	18	4	35
Sinhala only		3	35	48	15	101
English and Tamil		1	17	16		34
English and Sinhala		5	58	81	17	161
NA	2	5	23	23	5	58
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>





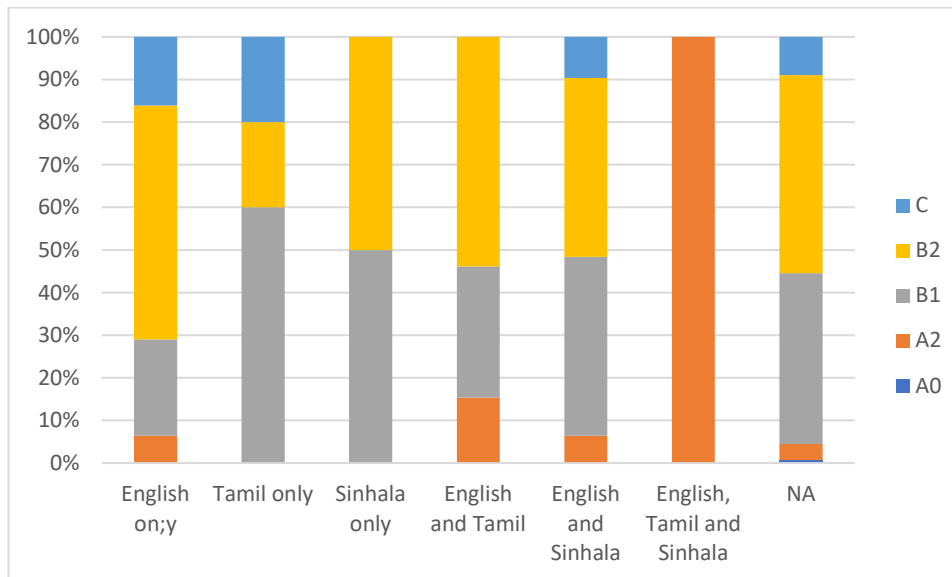
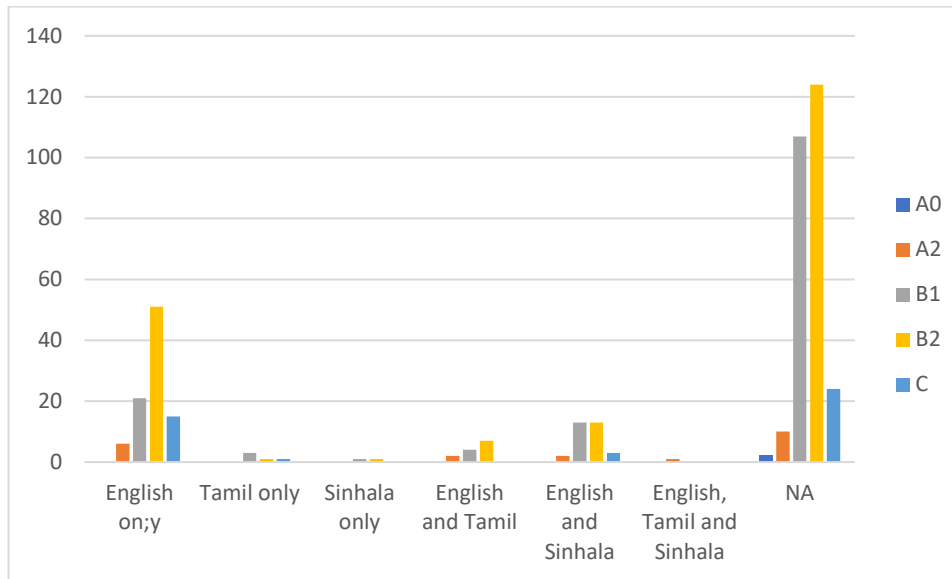
## College

College	A0	A2	B1	B2	C	Grand Total
English only		8	50	88	24	170
Tamil only		1		3		4
Sinhala only		1	4	8	2	15
English and Tamil		1	15	10		26
English and Sinhala		2	34	40	10	86
English, Tamil and Sinhala				1		1
NA	2	8	46	47	7	110
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>



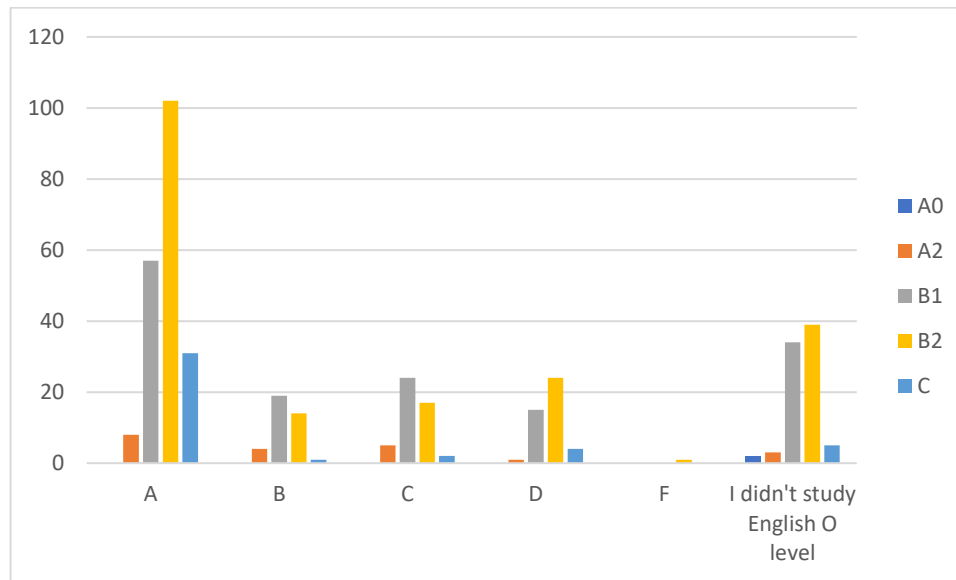
## University

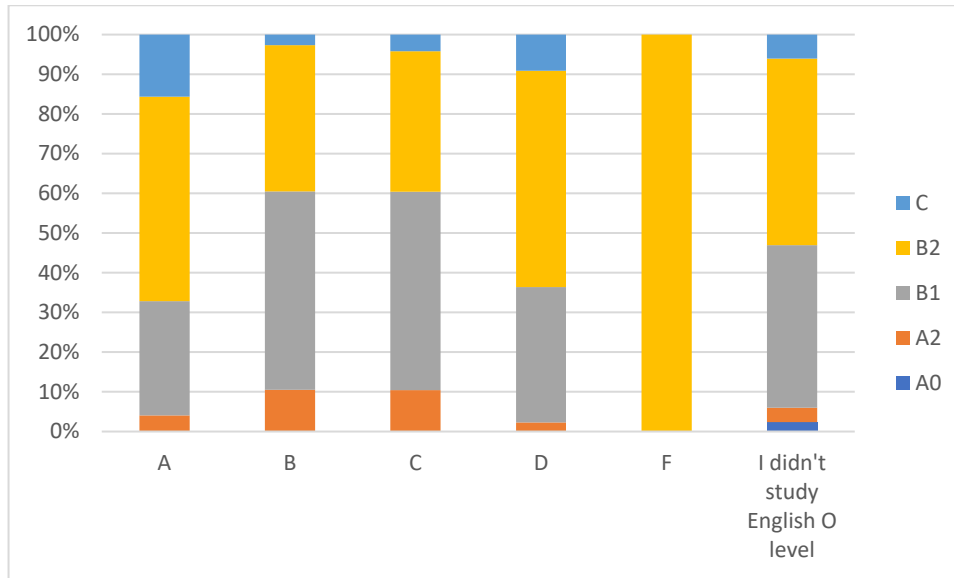
University	A0	A2	B1	B2	C	Grand Total
English only		6	21	51	15	93
Tamil only			3	1	1	5
Sinhala only			1	1		2
English and Tamil		2	4	7		13
English and Sinhala		2	13	13	3	31
English, Tamil and Sinhala		1				1
NA	2	10	107	124	24	267
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>



## 10 CEFR score by 'O' level grades

'O' level English grade	A0	A2	B1	B2	C	Grand Total
A		8	57	102	31	198
B		4	19	14	1	38
C		5	24	17	2	48
D		1	15	24	4	44
F				1		1
I didn't study English 'O' level	2	3	34	39	5	83
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

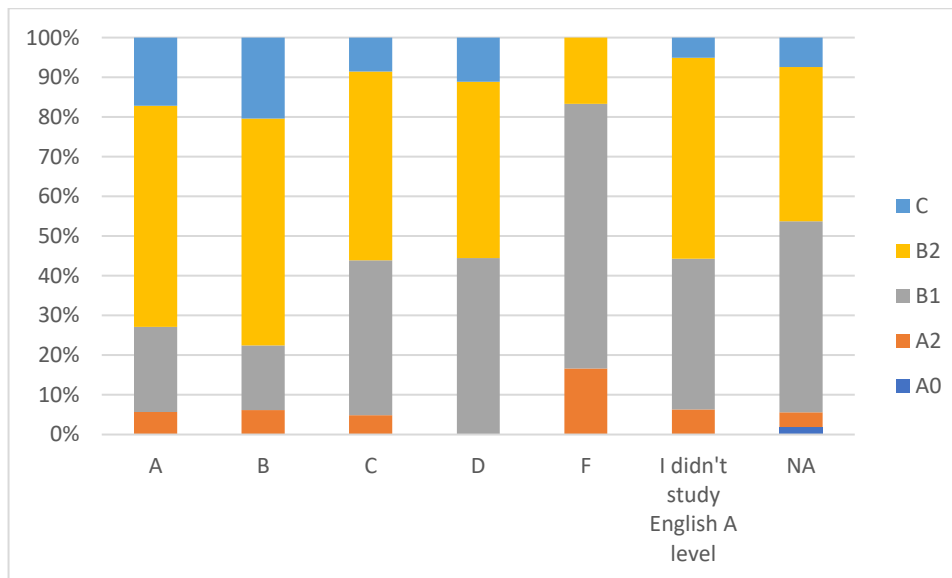
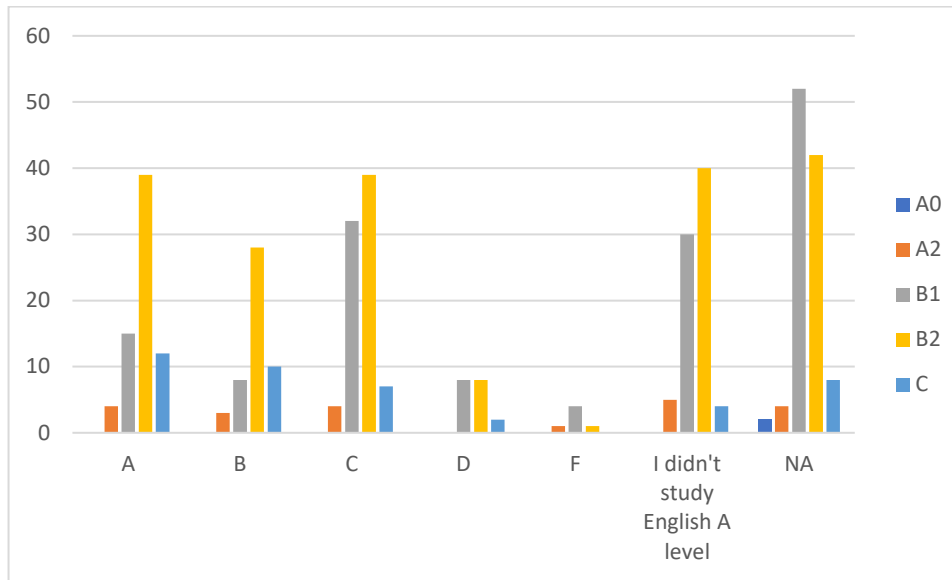






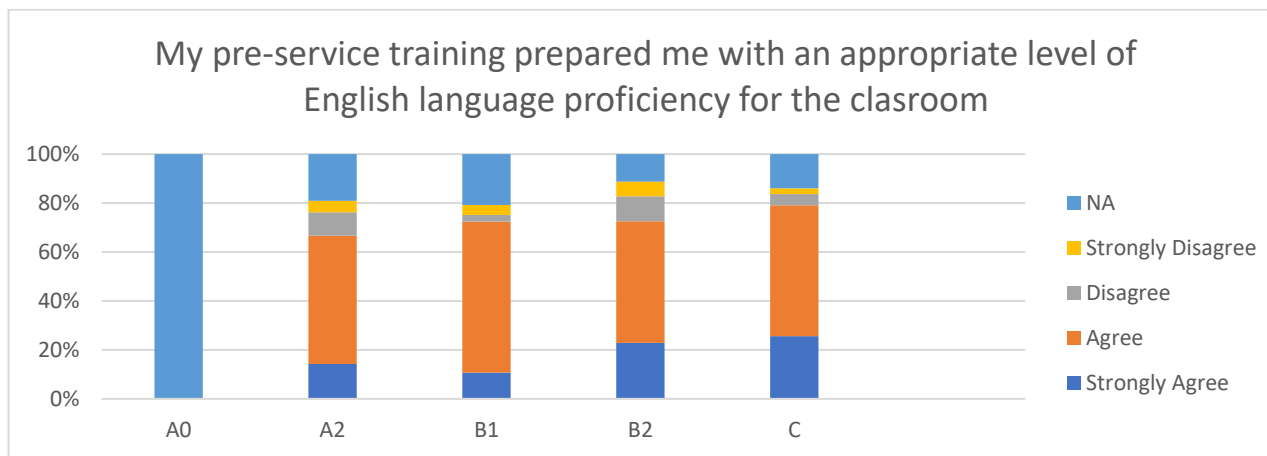
## 11 CEFR score by 'A' level grades

'A' level English grade	A0	A2	B1	B2	C	Grand Total
A		4	15	39	12	70
B		3	8	28	10	49
C		4	32	39	7	82
D			8	8	2	18
F		1	4	1		6
I didn't study English 'A' level		5	30	40	4	79
NA	2	4	52	42	8	108
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

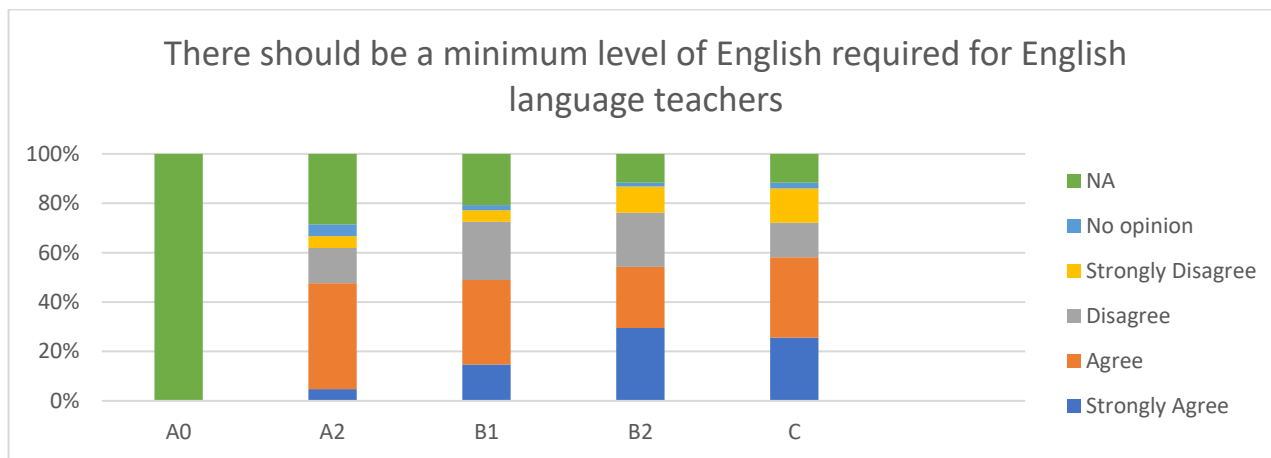


## 12 CEFR scores by 'Opinions'

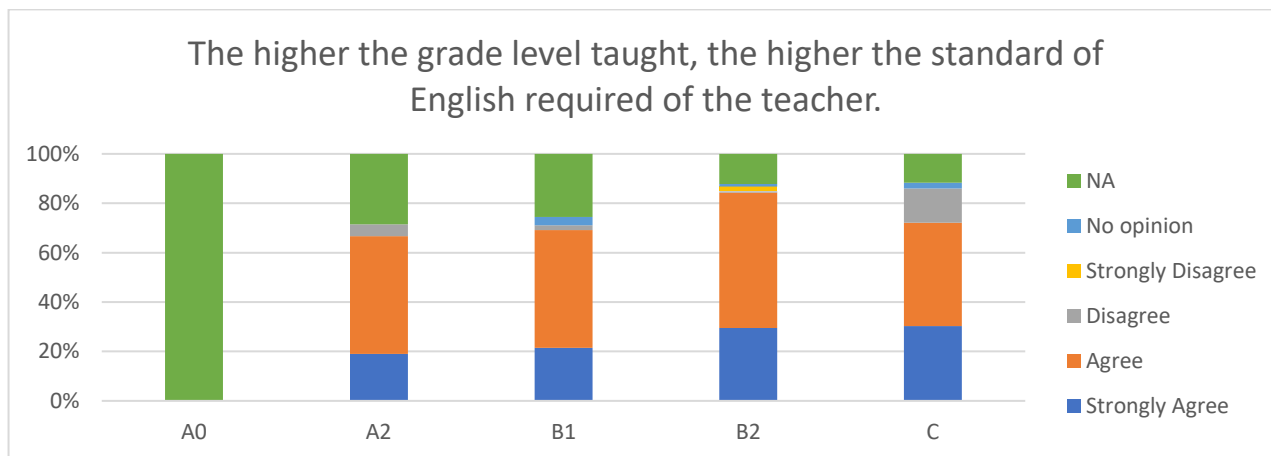
My pre-service training prepared me with an appropriate level of English language proficiency for the classroom.	A0	A2	B1	B2	C
Strongly Agree		3	16	45	11
Agree		11	92	98	23
Disagree		2	4	20	2
Strongly Disagree		1	6	12	1
NA	2	4	31	22	6



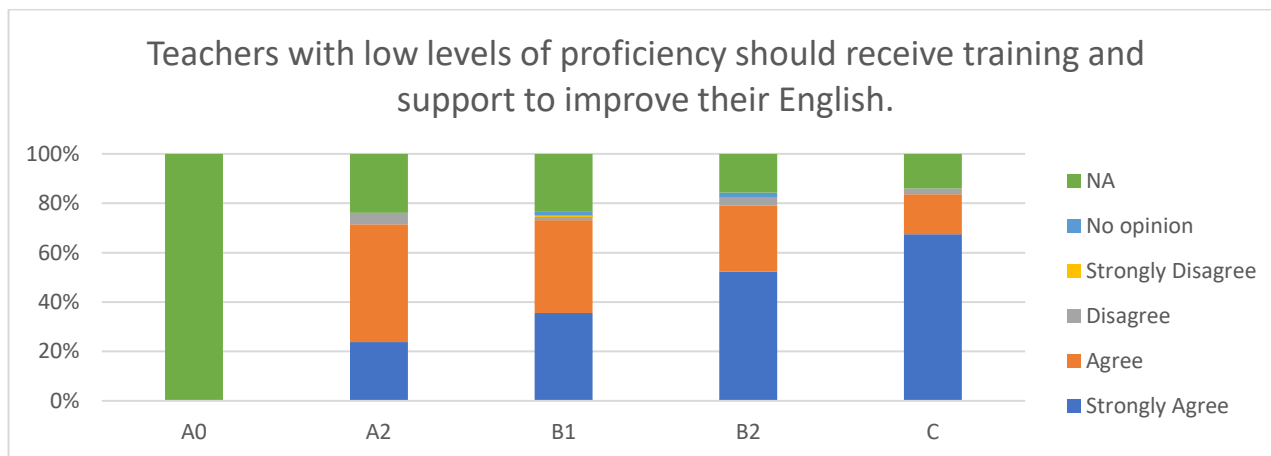
There should be a minimum level of English required for English language teachers.	A0	A2	B1	B2	C
Strongly Agree		1	22	58	11
Agree		9	51	49	14
Disagree		3	35	43	6
Strongly Disagree		1	7	21	6
No opinion		1	3	3	1
NA	2	6	31	23	5



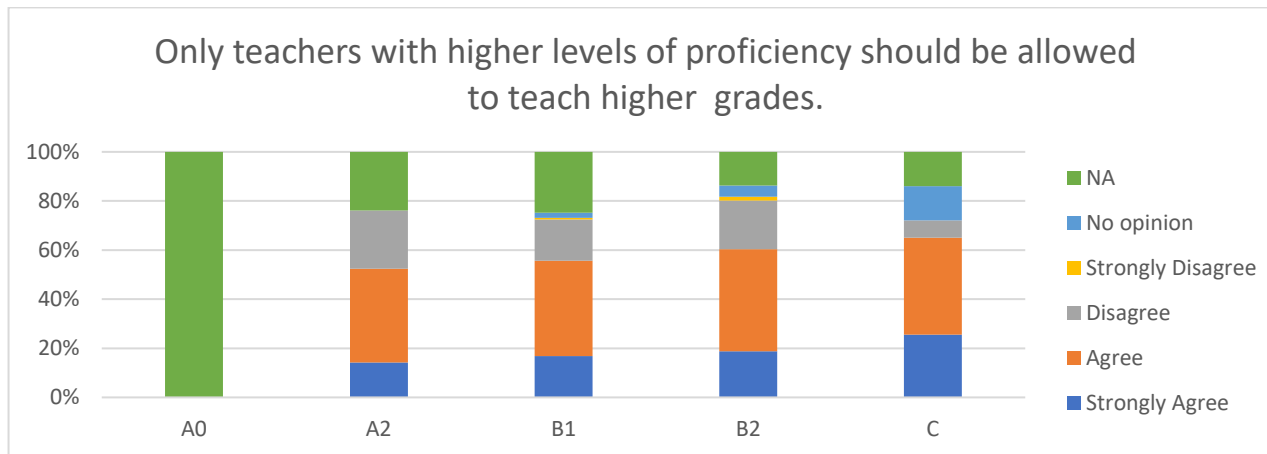
The higher the grade level taught, the higher the standard of English required of the teacher.	A0	A2	B1	B2	C
Strongly Agree		4	32	58	13
Agree		10	71	108	18
Disagree		1	3	1	6
Strongly Disagree				4	
No opinion			5	2	1
NA	2	6	38	24	5



Teachers with low levels of proficiency should receive training and support to improve their English.	A0	A2	B1	B2	C
Strongly Agree		5	53	103	29
Agree		10	56	53	7
Disagree		1	2	6	1
Strongly Disagree			1		
No opinion			2	4	
NA	2	5	35	31	6

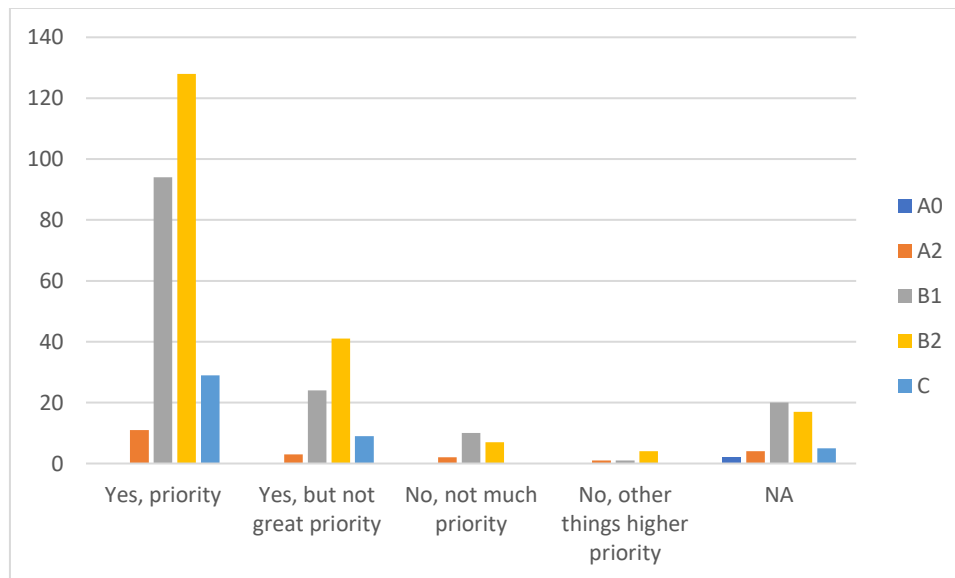


Only teachers with higher levels of proficiency should be allowed to teach higher grades.	A0	A2	B1	B2	C
Strongly Agree		3	25	37	11
Agree		8	58	82	17
Disagree		5	25	39	3
Strongly Disagree			1	3	
No opinion			3	9	6
NA	2	5	37	27	6

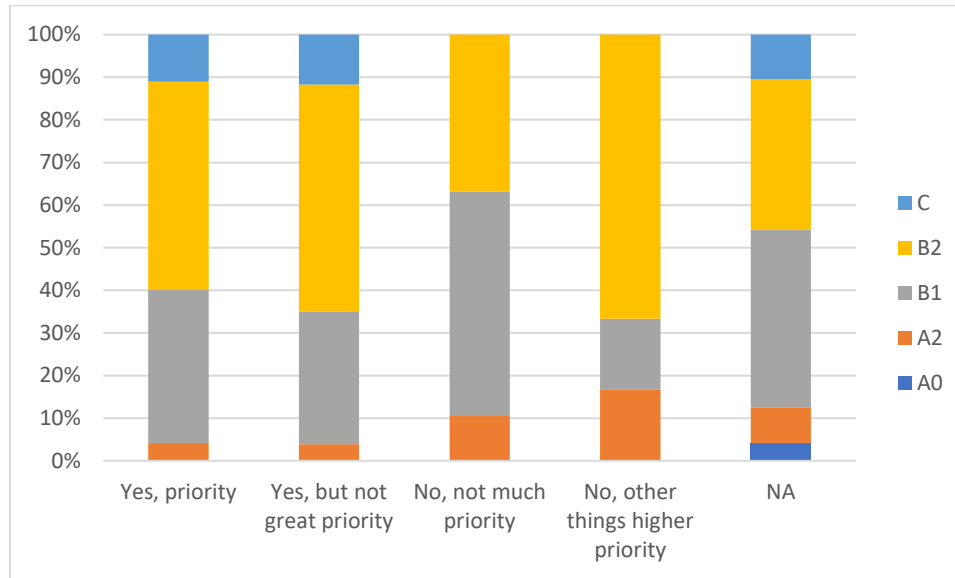


12 CEFR scores by desire for language development

Desire for English language training	A0	A2	B1	B2	C	Grand Total
Yes, priority		11	94	128	29	262
Yes, but not great priority		3	24	41	9	77
No, not much priority		2	10	7		19
No, other things higher priority		1	1	4		6
NA	2	4	20	17	5	48
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

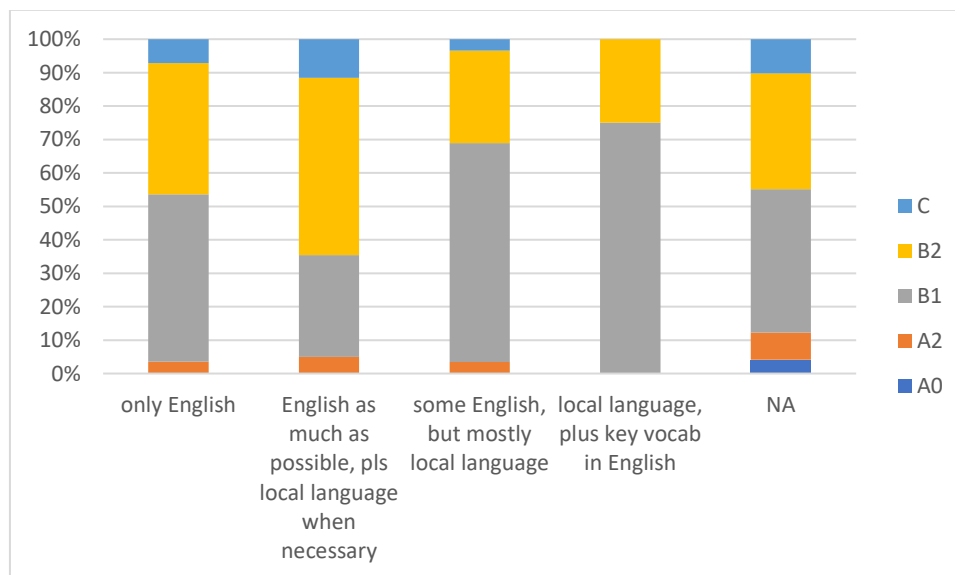
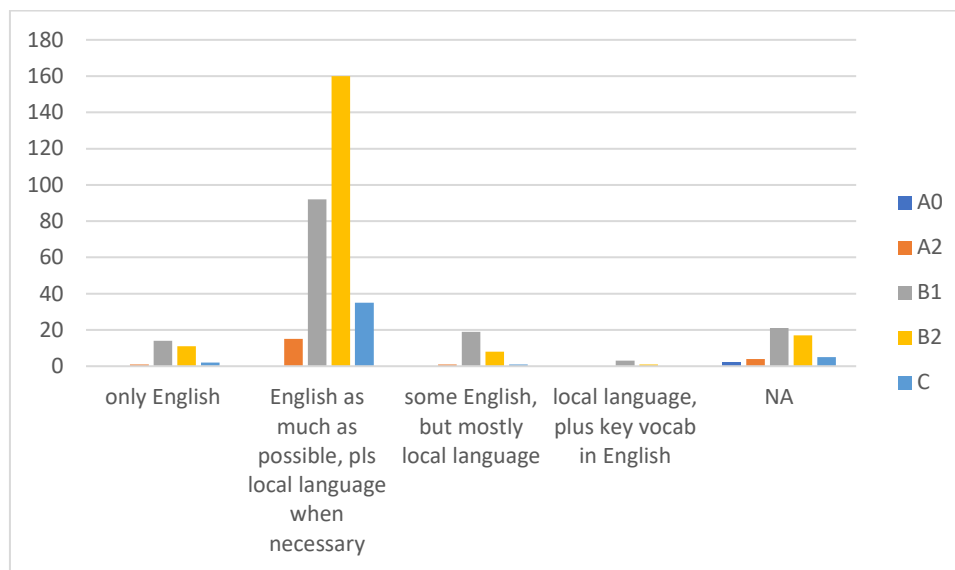






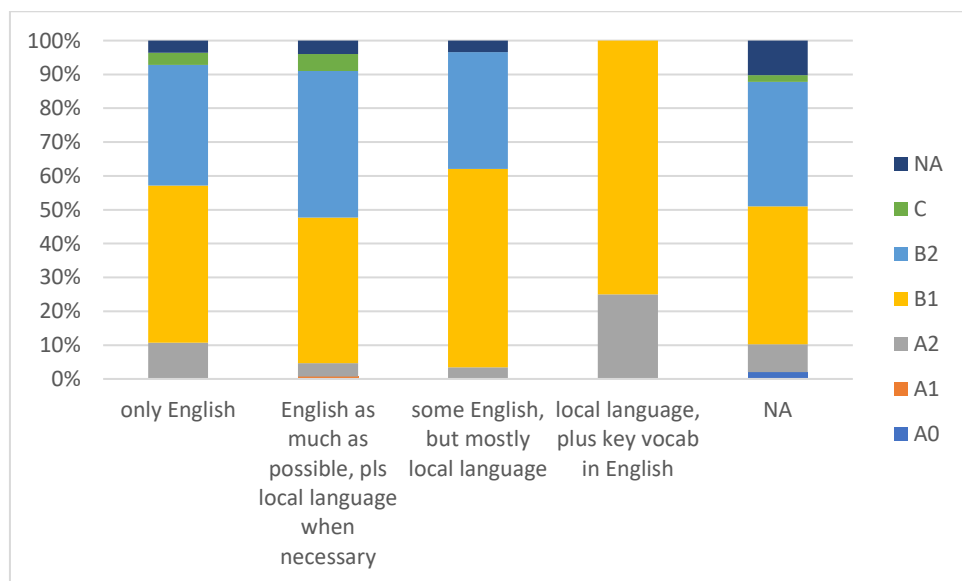
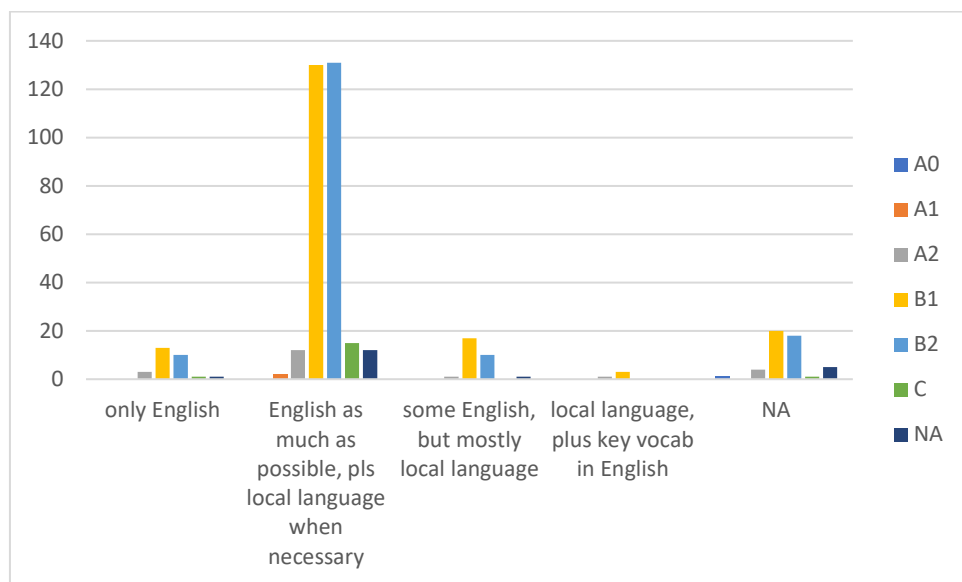
**CEFR scores by amount of English used in class**

	Overall CEFR					
Use of English vs L1	A0	A2	B1	B2	C	Grand Total
Only English		1	14	11	2	28
English as much as possible, plus local language when necessary		15	92	160	35	302
Some English, but mostly local language		1	19	8	1	29
Local language, plus key vocabulary in English			3	1		4
NA	2	4	21	17	5	49
<b>Grand Total</b>	<b>2</b>	<b>21</b>	<b>149</b>	<b>197</b>	<b>43</b>	<b>412</b>

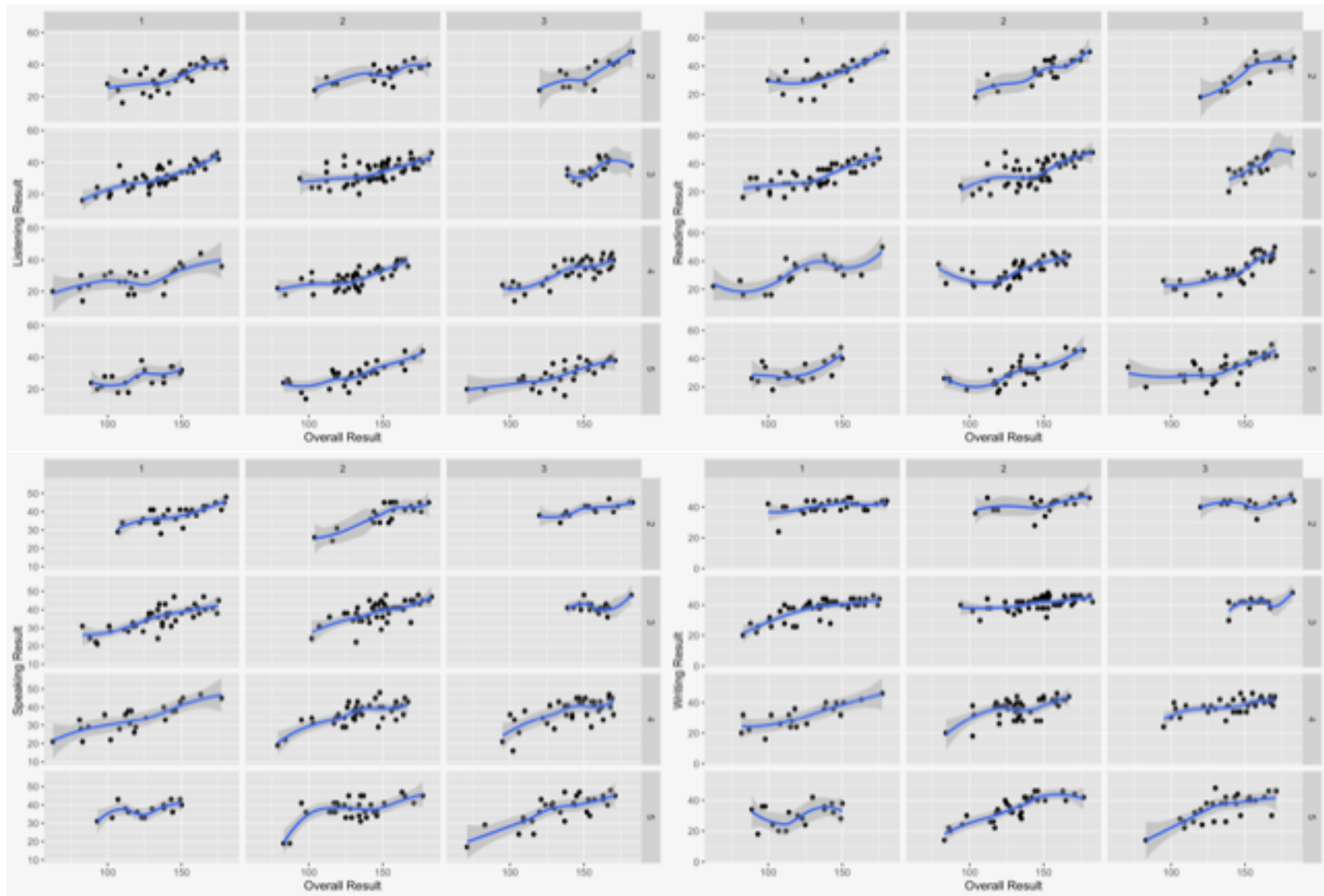


## CEFR Speaking scores by amount of English used in class

	Speaking CEFR							
Use of English vs L1	A0	A1	A2	B1	B2	C	NA	Grand Total
Only English			3	13	10	1	1	28
English as much as possible, plus local language when necessary		2	12	130	131	15	12	302
Some English, but mostly local language			1	17	10		1	29
Local language, plus key vocabulary in English			1	3				4
NA	1		4	20	18	1	5	49
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>21</b>	<b>183</b>	<b>169</b>	<b>17</b>	<b>19</b>	<b>412</b>



## Appendix II.2



## Summary of Survey and Analysis

The survey data consisted of 65 questions. The questions analysed in this report are highlighted in yellow).

1	Respondent ID	
2	Collector ID	
3	Start Date	
4	End Date	
5	IP Address	
6	Email Address	
7	First Name	
8	Last Name	
9	Custom Data 1	
10	Aptis candidate reference number:(If you are not an Aptis Test candidate, please enter 00000000)	Open-Ended Response
11	I have read and agree to the terms and conditions of this research as stated above.	Yes
		No
12	What is your age?	under 20
		21-30
		31-40
		41-50
		51-60
		over 60
13	How many years have you been teaching English?	This is my first year
		1-5
		6-10
		11-15

		16-20
		more than 20
		more than 30
14	What do you consider to be your general level of English?	A1 Elementary
		A2 Pre-intermediate
		B1 Lower intermediate
		B2 Upper intermediate
		C1 Advanced
		C2 Upper advanced
15	Rate each of your skills:	Reading - CEFR Level - A0 Beginner
		Reading - CEFR Level - A1 Elementary
		Reading - CEFR Level - A2 Pre-intermediate
		Reading - CEFR Level - B1 Lower intermediate
		Reading - CEFR Level - B2 Upper intermediate
		Reading - CEFR Level - C1 Advanced
		Reading - CEFR Level - C2 Upper advanced
		Listening - CEFR Level - A0 Beginner
		Listening - CEFR Level - A1 Elementary
		Listening - CEFR Level - A2 Pre-intermediate
		Listening - CEFR Level - B1 Lower intermediate
		Listening - CEFR Level - B2 Upper intermediate
		Listening - CEFR Level - C1 Advanced
		Listening - CEFR Level - C2 Upper advanced
		Speaking - CEFR Level - A0 Beginner
		Speaking - CEFR Level - A1 Elementary
		Speaking - CEFR Level - A2 Pre-intermediate
		Speaking - CEFR Level - B1 Lower intermediate
		Speaking - CEFR Level - B2 Upper intermediate
		Speaking - CEFR Level - C1 Advanced
		Speaking - CEFR Level - C2 Upper advanced
		Writing - CEFR Level - A0 Beginner
		Writing - CEFR Level - A1 Elementary



	Writing - CEFR Level - A2 Pre-intermediate
	Writing - CEFR Level - B1 Lower intermediate
	Writing - CEFR Level - B2 Upper intermediate
	Writing - CEFR Level - C1 Advanced
	Writing - CEFR Level - C2 Upper advanced
16	<p>What do you most want to improve about your English? Choose up to three answers.</p> <p>Listening</p> <p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Grammar</p> <p>Vocabulary</p> <p>Pronunciation</p> <p>Other (please specify)</p>
17	<p>How do you try to improve your English level? Choose all that apply.</p> <p>Do nothing</p> <p>Learn the lyrics to English songs</p> <p>Attend face-to-face English classes</p> <p>Do online English courses</p> <p>Have the radio on in the background</p> <p>Listen to specific podcasts</p> <p>Watch TV shows or movies in English</p> <p>Use social media in English</p> <p>Take part in online discussions</p> <p>Read books, newspapers or websites in English regularly</p> <p>Keep a study journal</p> <p>Keep a vocabulary notebook</p> <p>Attend an English speaking social group regularly</p> <p>Test your grammar with test preparation books or online quizzes.</p> <p>Write regularly in English (journals, emails, blogs)</p> <p>Other (please specify)</p>

18	The medium of instruction during my schooling was:	Primary school - Language - English only
		Primary school - Language - Tamil only
		Primary school - Language - Sinhala only
		Primary school - Language - English and Tamil
		Primary school - Language - English and Sinhala
		Primary school - Language - Tamil and Sinhala
		Primary school - Language - English, Tamil and Sinhala
		Middle school - Language - English only
		Middle school - Language - Tamil only
		Middle school - Language - Sinhala only
		Middle school - Language - English and Tamil
		Middle school - Language - English and Sinhala
		Middle school - Language - Tamil and Sinhala
		Middle school - Language - English, Tamil and Sinhala
		Secondary school - Language - English only
		Secondary school - Language - Tamil only
		Secondary school - Language - Sinhala only
		Secondary school - Language - English and Tamil
		Secondary school - Language - English and Sinhala
		Secondary school - Language - Tamil and Sinhala
		Secondary school - Language - English, Tamil and Sinhala
		College - Language - English only
		College - Language - Tamil only
		College - Language - Sinhala only
		College - Language - English and Tamil
		College - Language - English and Sinhala
		College - Language - Tamil and Sinhala
		College - Language - English, Tamil and Sinhala
		University - Language - English only
		University - Language - Tamil only
		University - Language - Sinhala only
		University - Language - English and Tamil
		University - Language - English and Sinhala

	University - Language - Tamil and Sinhala
	University - Language - English, Tamil and Sinhala
19	I learned English at primary school
	Yes
	No
20	How many hours a week did you study English at primary school?
	less than 3 hours
	4-5 hours
	more than 5 hours
	Don't know
21	How much English did you use outside of the classroom when you were at primary school?
	More than half the time
	Half the time
	Very little
	None
	Don't know
22	When I left primary school, my English was:
	A0 (Beginner or below)
	A1 (Elementary)
	A2 (Pre Intermediate)
	B1 (Lower Intermediate)
	B2 (Upper Intermediate)
	C1 (Lower advanced)
	C2 (Upper advanced)
	Don't know
23	My English teacher's level of English at primary school was:
	Very high
	High
	Low

	Very low
	Don't know
24	I learned English at secondary school
	Yes
	No
25	How many hours a week did you study English at secondary school?
	less than 3 hours
	3-5 hours
	more than 5 hours
	Don't know
26	How much English did you use outside of the classroom when you were at secondary school?
	More than half the time
	Half the time
	Very little
	None
	Don't know
27	When I left secondary school, my English was:
	A0 (Beginner or below)
	A1 (Elementary)
	A2 (Pre Intermediate)
	B1 (Lower Intermediate)
	B2 (Upper Intermediate)
	C1 (Lower advanced)
	C2 (Upper advanced)
	Don't know
28	My English teacher's level of English at secondary school was:
	Very high
	High

	Low
	Very low
	Don't know
<b>29</b>	I learned English during further education
	Yes
	No
<b>30</b>	How many hours a week did you study English in further education?
	less than 3 hours
	3-5 hours
	more than 5 hours
	Don't know
<b>31</b>	How much English did you use outside of the classroom when you were in further education?
	More than half the time
	Half the time
	Very little
	None
	Don't know
<b>32</b>	When I left further education, my English was:
	A0 (Beginner or below)
	A1 (Elementary)
	A2 (Pre Intermediate)
	B1 (Lower Intermediate)
	B2 (Upper Intermediate)
	C1 (Lower advanced)
	C2 (Upper advanced)
<b>33</b>	My English teacher's level of English during further education was:
	Very high
	High

34

	Low
	Very low
In which languages did you study the following (if at all):	NCoE Diploma - Medium of study - Studied in English
	NCoE Diploma - Medium of study - Studied in Tamil or Sinhala
	NCoE Diploma - Medium of study - Studied in both English and either Tamil or Sinhala
	NCoE Diploma - Medium of study - I don't have this qualification
	HND - Medium of study - Studied in English
	HND - Medium of study - Studied in Tamil or Sinhala
	HND - Medium of study - Studied in both English and either Tamil or Sinhala
	HND - Medium of study - I don't have this qualification
	One year in-service Diploma (Teachers Centres) - Medium of study - Studied in English
	One year in-service Diploma (Teachers Centres) - Medium of study - Studied in Tamil or Sinhala
	One year in-service Diploma (Teachers Centres) - Medium of study - Studied in both English and either Tamil or Sinhala
	One year in-service Diploma (Teachers Centres) - Medium of study - I don't have this qualification
	BA/BSc - Medium of study - Studied in English
	BA/BSc - Medium of study - Studied in Tamil or Sinhala
	BA/BSc - Medium of study - Studied in both English and either Tamil or Sinhala
	BA/BSc - Medium of study - I don't have this qualification
	BEd - Medium of study - Studied in English
	BEd - Medium of study - Studied in Tamil or Sinhala
	BEd - Medium of study - Studied in both English and either Tamil or Sinhala
	BEd - Medium of study - I don't have this qualification
	MA/MSc - Medium of study - Studied in English
	MA/MSc - Medium of study - Studied in Tamil or Sinhala
	MA/MSc - Medium of study - Studied in both English and either Tamil or Sinhala
	MA/MSc - Medium of study - I don't have this qualification
	PhD and above - Medium of study - Studied in English
	PhD and above - Medium of study - Studied in Tamil or Sinhala
	PhD and above - Medium of study - Studied in both English and either Tamil or Sinhala
	PhD and above - Medium of study - I don't have this qualification
	Others: comment - Medium of study - Studied in English

	Others: comment - Medium of study - Studied in Tamil or Sinhala
	Others: comment - Medium of study - Studied in both English and either Tamil or Sinhala
	Others: comment - Medium of study - I don't have this qualification
35	Which of the following qualifications do you have? KET
	PET
	Cambridge First
	Cambridge Proficiency
	Cambridge Advanced
	I don't have any of these
36	If you have one of the following, what was your score? (If not, leave blank) IELTS
	TOEFL
	TOEIC
37	What were your marks in English at O level? A
	B
	C
	D
	F
	I didn't study English O level
38	What were your marks in English at A level? A
	B
	C
	D
	F
	I didn't study English A level

39	When was the last time you received an English language qualification?	within the last year
		within the last two to three years
		within the last four to five years
		five to ten years ago
		more than ten years ago
		I have never received an English language qualification
40	To what extent do you agree or disagree with these statements?	My pre-service training prepared me with an appropriate level of English language proficiency for the classroom. - Opinion - Strongly agree
		My pre-service training prepared me with an appropriate level of English language proficiency for the classroom. - Opinion - Agree
		My pre-service training prepared me with an appropriate level of English language proficiency for the classroom. - Opinion - Disagree
		My pre-service training prepared me with an appropriate level of English language proficiency for the classroom. - Opinion - Strongly Disagree
		My pre-service training prepared me with an appropriate level of English language proficiency for the classroom. - Opinion - No opinion
		There should be a minimum level of English required for English language teachers. - Opinion - Strongly agree
		There should be a minimum level of English required for English language teachers. - Opinion - Agree
		There should be a minimum level of English required for English language teachers. - Opinion - Disagree
		There should be a minimum level of English required for English language teachers. - Opinion - Strongly Disagree
		There should be a minimum level of English required for English language teachers. - Opinion - No opinion
		The higher the grade level taught, the higher the standard of English required of the teacher. - Opinion - Strongly agree
		The higher the grade level taught, the higher the standard of English required of the teacher. - Opinion - Agree
		The higher the grade level taught, the higher the standard of English required of the teacher. - Opinion - Disagree
		The higher the grade level taught, the higher the standard of English required of the teacher. - Opinion - Strongly Disagree
		The higher the grade level taught, the higher the standard of English required of the teacher. - Opinion - No opinion



	Teachers with low levels of proficiency should receive training and support to improve their English. - Opinion - Strongly agree
	Teachers with low levels of proficiency should receive training and support to improve their English. - Opinion - Agree
	Teachers with low levels of proficiency should receive training and support to improve their English. - Opinion - Disagree
	Teachers with low levels of proficiency should receive training and support to improve their English. - Opinion - Strongly Disagree
	Teachers with low levels of proficiency should receive training and support to improve their English. - Opinion - No opinion
	Only teachers with higher levels of proficiency should be allowed to teach higher grades. - Opinion - Strongly agree
	Only teachers with higher levels of proficiency should be allowed to teach higher grades. - Opinion - Agree
	Only teachers with higher levels of proficiency should be allowed to teach higher grades. - Opinion - Disagree
	Only teachers with higher levels of proficiency should be allowed to teach higher grades. - Opinion - Strongly Disagree
	Only teachers with higher levels of proficiency should be allowed to teach higher grades. - Opinion - No opinion
41	<p>Has any training you have received over the last five years directly or indirectly improved your English?</p> <p>None</p> <p>A little</p> <p>Some</p> <p>A lot</p>
42	<p>Give an example of any training you have attended over the last five years that has been delivered in English.</p> <p>Open-Ended Response</p>

43	Give an example of any training you have attended over the last five years that has been directly aimed at improving your language ability:	Open-Ended Response
44	How well has the training you have received met your language development needs?	Very well
		Well
		Not very well
		Poorly
45	Would you like to receive more language development training?	Yes, it is a priority for me
		Yes, but it is not a great priority for me
		No, it is not much of a priority for me.
		No, other things are much more of a priority to me.
46	How many hours of English do you teach per week?	less than 5
		6-10
		11-15
		16-20
		21-25
		more than 25
47	Which grades do you teach? Choose all that apply.	Grade 1
		Grade 2
		Grade 3
		Grade 4
		Grade 5

		Grade 6
		Grade 7
		Grade 8
		Grade 9
		Grade 10
		Grade 11
		Grade 12
		Grade 13
48	What other subjects do you teach? Choose all that apply.	Tamil
		Sinhala
		Citizenship (Civics)
		History
		Religion
		Aesthetics
		Physical Education (PE)
		Geography
		ICT
		Science
		Maths
		Other (please specify)
49	How many students are there in your English classes on average?	less than 10
		11-19
		20-39
		40 or more
50	In your English classes, how much do you use English?	I only use English in class.
		I use English as much as possible, but I use the local language when students have particular difficulty.
		I sometimes use English, but I use the local language most of the time.
		I use the local language all the time, and give key vocabulary in English.
		Other (please specify)

51	Students in my class use English:	All of the time
		As much as they can, but they use the local language when they have difficult questions or don't understand class content.
		Sometimes. They use the local language most of the time and give example sentences in English.
		Occasionally. They use the local language all the time with occasional key vocabulary in English.
		Other (please specify)
52	The ratio of teacher talk time (TTT) to student talk time (STT) in any language in my classes is about:	80% TTT : 20% STT
		60% TTT : 40% STT
		40% TTT : 60% STT
		20% TTT : 80% STT
53	How important is English language ability for life today in general in Sri Lanka?	Essential
		Very Important
		Important
		Not important
54	How important is English language ability for academic advancement?	Essential
		Very Important
		Important
		Not important
55	How important is English language ability for career advancement?	Essential
		Very Important
		Important
		Not important

56	How important is English language ability for social advancement?	Essential
		Very Important
		Important
		Not important
57	Which English skills are most useful to your learners? Choose all that apply.	For life today in general, in Sri Lanka? - Listening
		For life today in general, in Sri Lanka? - Reading
		For life today in general, in Sri Lanka? - Writing
		For life today in general, in Sri Lanka? - Speaking
		For life today in general, in Sri Lanka? - Grammar
		For life today in general, in Sri Lanka? - Vocabulary
		For life today in general, in Sri Lanka? - Pronunciation
		For their academic success? - Listening
		For their academic success? - Reading
		For their academic success? - Writing
		For their academic success? - Speaking
		For their academic success? - Grammar
		For their academic success? - Vocabulary
		For their academic success? - Pronunciation
		For their future careers? - Listening
		For their future careers? - Reading
		For their future careers? - Writing
		For their future careers? - Speaking
		For their future careers? - Grammar
		For their future careers? - Vocabulary
		For their future careers? - Pronunciation
		For their social advancement? - Listening
		For their social advancement? - Reading
		For their social advancement? - Writing
		For their social advancement? - Speaking
		For their social advancement? - Grammar

	For their social advancement? - Vocabulary
	For their social advancement? - Pronunciation
58	<p>What factors do you think most affect your students' English language development? Choose up to five.</p> <p>Your teaching</p> <p>Teaching resource availability</p> <p>Teaching resource quality</p> <p>Other learning resource availability</p> <p>Other learning resource quality</p> <p>English language teacher availability</p> <p>Attendance levels</p> <p>Student-teacher ratio</p> <p>Parental support</p> <p>Tutoring outside school</p> <p>Socio-economic factors</p> <p>Nutritional factors</p> <p>Student motivation</p> <p>Other (please specify)</p>
59	<p>Why did you decide to become an English teacher?</p> <p>I liked the professional status of teaching - Level of Consideration - important consideration</p> <p>I liked the professional status of teaching - Level of Consideration - lesser consideration</p> <p>I liked the professional status of teaching - Level of Consideration - not a consideration</p> <p>I was inspired by a good teacher - Level of Consideration - important consideration</p> <p>I was inspired by a good teacher - Level of Consideration - lesser consideration</p> <p>I was inspired by a good teacher - Level of Consideration - not a consideration</p> <p>I wanted to teach young people better than I was taught - Level of Consideration - important consideration</p> <p>I wanted to teach young people better than I was taught - Level of Consideration - lesser consideration</p> <p>I wanted to teach young people better than I was taught - Level of Consideration - not a consideration</p> <p>I liked the job security - Level of Consideration - important consideration</p>

	I liked the job security - Level of Consideration - lesser consideration
	I liked the job security - Level of Consideration - not a consideration
	I wanted to work with young people - Level of Consideration - important consideration
	I wanted to work with young people - Level of Consideration - lesser consideration
	I wanted to work with young people - Level of Consideration - not a consideration
	I wanted to continue to improve my English - Level of Consideration - important consideration
	I wanted to continue to improve my English - Level of Consideration - lesser consideration
	I wanted to continue to improve my English - Level of Consideration - not a consideration
	I liked the long holidays - Level of Consideration - important consideration
	I liked the long holidays - Level of Consideration - lesser consideration
	I liked the long holidays - Level of Consideration - not a consideration
	I liked the challenging nature of the job - Level of Consideration - important consideration
	I liked the challenging nature of the job - Level of Consideration - lesser consideration
	I liked the challenging nature of the job - Level of Consideration - not a consideration
	I wanted to give something back to the community - Level of Consideration - important consideration
	I wanted to give something back to the community - Level of Consideration - lesser consideration
	I wanted to give something back to the community - Level of Consideration - not a consideration
	I wanted to help young people to learn - Level of Consideration - important consideration
	I wanted to help young people to learn - Level of Consideration - lesser consideration
	I wanted to help young people to learn - Level of Consideration - not a consideration
	I liked the convenient hours - Level of Consideration - important consideration
	I liked the convenient hours - Level of Consideration - lesser consideration
	I liked the convenient hours - Level of Consideration - not a consideration
60	All things considered, how satisfied are you with...
	Your career choice? - Very satisfied
	Your career choice? - Satisfied
	Your career choice? - unsatisfied
	Your career choice? - very unsatisfied
	Your level of English? - Very satisfied
	Your level of English? - Satisfied

	Your level of English? - unsatisfied
	Your level of English? - very unsatisfied
	How well your language development is supported? - Very satisfied
	How well your language development is supported? - Satisfied
	How well your language development is supported? - unsatisfied
	How well your language development is supported? - very unsatisfied
	How well your teacher development is supported? - Very satisfied
	How well your teacher development is supported? - Satisfied
	How well your teacher development is supported? - unsatisfied
	How well your teacher development is supported? - very unsatisfied
61	What motivates you as a teacher? Choose up to five.
	Positive student results
	Social relationship with parents
	Social relationship with students
	Performance recognition in terms of awards and certificates
	Your own language development
	Generous holidays
	Convenient working hours
	Social recognition/standing
	Support from other teachers
	Support from the education system
	School leadership
	The work environment
	Professional development opportunities
	Salary
	Other (please specify)
62	Would more opportunities to develop your English language ability add to your motivation levels?
	Very much
	Somewhat
	A little
	Not really



	Not at all
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What kind of English language development opportunities would interest you the most?	Regular language classes scheduled during the school week - Interest level - Very interested
	Regular language classes scheduled during the school week - Interest level - Interested
	Regular language classes scheduled during the school week - Interest level - Not interested
	Regular language classes held at weekends - Interest level - Very interested
	Regular language classes held at weekends - Interest level - Interested
	Regular language classes held at weekends - Interest level - Not interested
	Guidance on how to study by yourself - Interest level - Very interested
	Guidance on how to study by yourself - Interest level - Interested
	Guidance on how to study by yourself - Interest level - Not interested
	A regular TV show for teachers in English - Interest level - Very interested
	A regular TV show for teachers in English - Interest level - Interested
	A regular TV show for teachers in English - Interest level - Not interested
	Access to social media communities for Sri Lankan English teachers - Interest level - Very interested
	Access to social media communities for Sri Lankan English teachers - Interest level - Interested
	Access to social media communities for Sri Lankan English teachers - Interest level - Not interested
	Access to international Social media communities - Interest level - Very interested
	Access to international Social media communities - Interest level - Interested
	Access to international Social media communities - Interest level - Not interested
	Access to a face-to-face community of language teachers - Interest level - Very interested
	Access to a face-to-face community of language teachers - Interest level - Interested
	Access to a face-to-face community of language teachers - Interest level - Not interested
	Training in more specific areas of English language teaching - Interest level - Very interested
	Training in more specific areas of English language teaching - Interest level - Interested
	Training in more specific areas of English language teaching - Interest level - Not interested
	Online language development courses - Interest level - Very interested
	Online language development courses - Interest level - Interested
	Online language development courses - Interest level - Not interested
	English medium webinars on teaching methodology - Interest level - Very interested

	English medium webinars on teaching methodology - Interest level - Interested
	English medium webinars on teaching methodology - Interest level - Not interested
	Face-to-face training in more specific areas of English language teaching - Interest level - Very interested
	Face-to-face training in more specific areas of English language teaching - Interest level – Interested
	Face-to-face training in more specific areas of English language teaching - Interest level - Not interested
	Spoken English courses - Interest level - Very interested
	Spoken English courses - Interest level – Interested
	Spoken English courses - Interest level - Not interested
64	How do you suggest Sri Lankan English teachers best develop their own language abilities? Open-Ended Response
65	Please add any final comments or suggestions: Open-Ended Response

## Appendix III: Focus Group Protocol

Number of participants:

Experience range:

Proficiency levels:

1. What did you think about the test? Do you think it will accurately reflect your language level?
2. What did you think about the survey? Was there anything we didn't ask that you think we should have?
3. Do you have any qualifications in English language proficiency?  
(This could be a sensitive question as a group, but I'd like you to be able to get an overall impression to go alongside the results. The survey says there are none.)
4. What tests have you recently taken in English, if any, including Aptis?
5. Do you feel that your qualifications/test results reflect your actual level of English?
6. Did you study in English for any of your professional qualifications?
7. Are you happy that your present level is good enough for the teaching that you do?
8. Do you believe only teachers with high levels of English should teach higher grade levels?
9. Do you think there should be a minimum proficiency standard for English teachers? If so, what?
10. Which skills do you most need to improve to be a better teacher of English?  
(speaking 80% according to survey, all others down at 30%)
11. How could you best improve these skills?
12. What do you do now to improve your English level?(TV, newspapers/books, social media)
13. What have you done in the past that has helped you most to improve your English?
14. Do you get any official support to improve your English?
  - What?
  - Are you willing to invest (more) time in improving your English, if you get the official support to do so?
15. Would you be interested in doing an online course? If no: what are the problems for you with this?
16. Imagine you could talk directly to the education minister. What suggestions do you have for improving the language proficiency and language awareness of teachers of English in Sri Lanka?
17. What motivates you as a teacher? What would motivate you more?

## Appendix IV: Literature Review

### Key questions to be addressed in the Literature Review

1. What hard evidence is there of what English proficiency levels are required or aspired to in key countries in the Sri Lanka region and further afield where Sri Lankans may wish to go to work or for educational or commercial purposes?
2. To what extent is teacher language proficiency a key component in learner language proficiency? Are other factors as important or more important?

**Focus 1:** What hard evidence is there of what English proficiency levels are required or aspired to in key countries in the Sri Lanka region and further afield where Sri Lankans wish to go to work or for educational or commercial purposes?

#### Summary

In doing this further period of research and literature review we found very little to add to the data already referred to in March 2019 with specific reference to the English language proficiency levels in neighbouring countries in the Sri Lanka region. We did, however, find some extra data on expected learner language profiles at the end of lower and upper secondary school in Europe.

#### Search terms

*English language proficiency requirement/qualifications/levels aspired to*

*Teacher language competence requirement/qualifications/levels targeted*

We searched by adding country names to these terms, including looking at OECD, UNESCO, PISA and other sites, for example regional sites where education is regionally organised (e.g. Brazil, Germany, Switzerland) and the training and CPD arms of national education ministries, like CIEP, the Centre International d'Etudes Pédagogiques, in France.

#### Findings

The document showing teacher English language proficiency levels required and aspired to in Appendix I to the report reflects the information found from searches worldwide and from current Common European Framework of Reference projects, including the new Companion Volume (2018), the European Portfolio for Pre-primary Educators (2015) and EPOSTL (2007). The first two contain language competence implications and make occasional explicit reference to language competence for serving teachers. EPOSTL is for initial teacher education (ITE). References for sources are included at the end of this section.

PH St Gallen Centre for Language Teacher Competencies in Switzerland has spent 3 years on a project with others designing a competence profile (2014) for teachers of MFL (Modern Foreign Languages). The profile is essentially a list of 'can-do'

statements for language teachers based on 5 areas of professional competence. These areas are

- Preparing lessons
- Conducting lessons
- Assessing, giving feedback and advising
- Establishing external contacts
- Learning and further training

One of the purposes of this profile is to set language proficiency targets for foreign language education, both in ITE and for serving teachers. Most Swiss cantons now have a minimum requirement of C1, even for primary teachers.

Our second search in September 2019 found little new of interest in the countries near to Sri Lanka to add to the overview produced in March 2019 from the first period of desk research. Looking at countries in the Middle East as possible target employment areas for Sri Lankans with desired skills but requiring a working level of English we found little in terms of national standards or expectations. Many schools in the Middle East, for example, set their own entry requirements for teachers, with visas, sponsorship and religion coming into the mix in some cases. Typically, school in these countries require academic qualifications more than a stated level of language proficiency, though some job adverts ask for 'excellent' English.

We checked requirements for New Zealand and Australia and found requirements for ITE only. The Teaching Council of New Zealand sets C2 proficiency or a high C1 score or IELTS 7 as one of the possible routes into registering for ITE. Victoria and Queensland states in Australia require an overall IELTS score of 7.5 or more, with a minimum requirement of 8 in Speaking and Listening. A 'Level 4' in the ILSPR is another option.

Chapter 4 of the final report on the European Commission's (2012) First European Survey on Language Competencies provides information on expected CEFR exit levels in Reading, Listening and Writing for secondary school learners in Europe while a 2017 Eurydice report has more recent information. It says that learners are generally expected to achieve A2 or B1 by the end of lower secondary school (roughly age 14-15 in most countries) and B1+ or B2 by the end of upper secondary school (usual age 18-19). See below for more information. These expectations are reflected in high stakes school tests like the 'Matura' in Austria and Switzerland and the 'Abitur' in Germany, for all of which the 'Pass' level is B2 and the expectations of the stranger candidates is that they are B2+ and even C1, with a few C2s as a result of parent(s) speaking English or a period living in an English speaking environment.

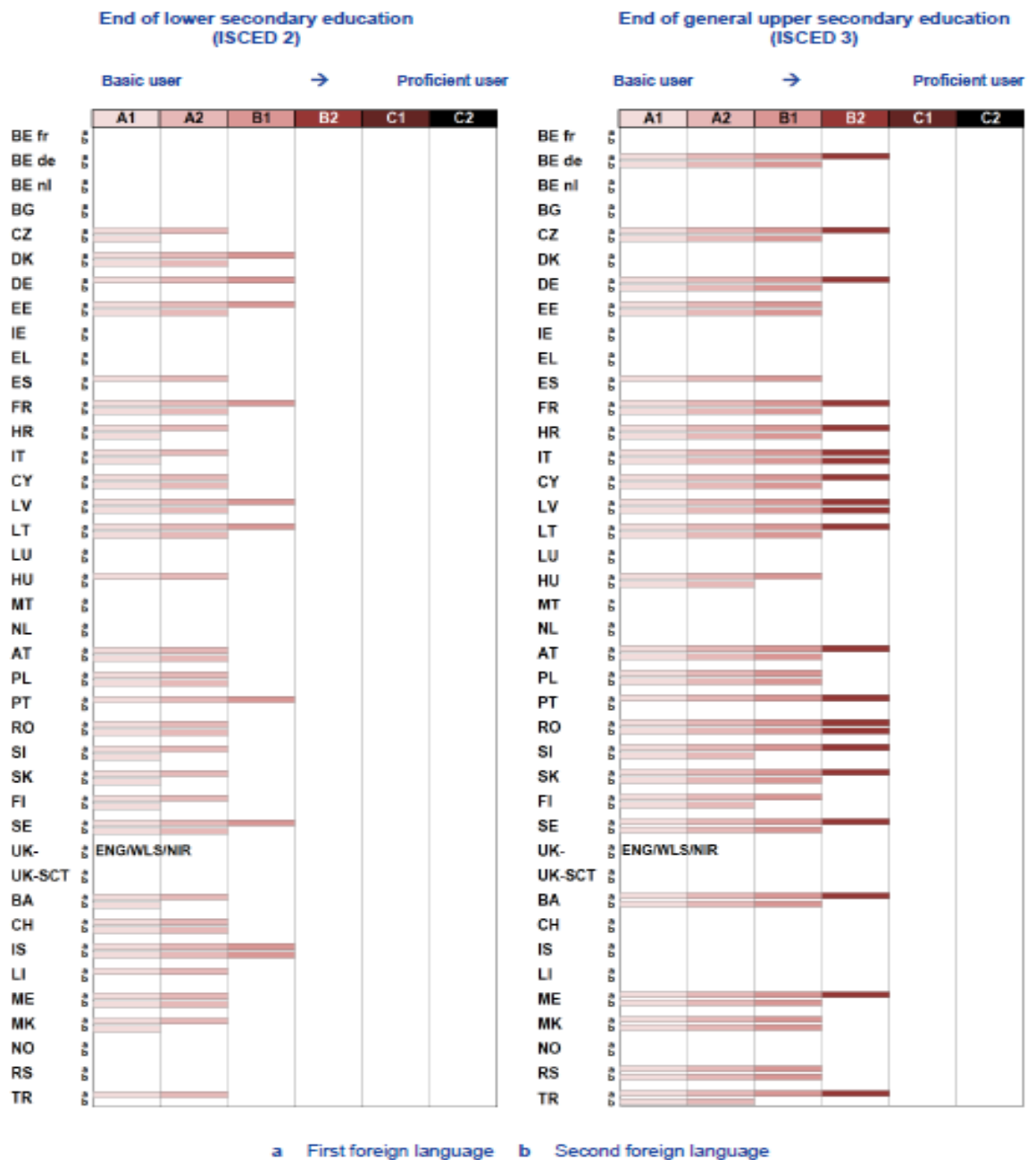
Our recent experience at NILE, where we have been involved in a 10-year Swiss CLIL project, is that a state secondary school which from the age of 15/16 teaches Maths, Biology and Geography in English, in addition to the traditional English classes, has all exiting students at 'C' levels, with a large proportion at C2. This would seem to have significant implications for countries wanting to raise exit levels of English, but we need to remember that the teachers of these students, as is also the case in Germany, are qualified to degree level in 2 subjects and most often one

of them is English. This is a far cry from most places in the world where the subject teachers working in CLIL contexts are more typically B2 at best, and often B1.

Nevertheless, it is clear that consistent national policies to improve teachers' language proficiency in English can pay off, witness the major improvements in the CEFR levels of state school teachers in some regions of Spain, where training and CPD have produced a rise of roughly one CEFR level over the last 2 decades, with many teachers now being at 'C' level. This is a reflection of a consistently maintained policy of funding both a national system of Escuelas Oficiales de Idiomas (EOIs) and language and methodology training in English-speaking environments in the UK and Ireland.

The CEFR levels expected around Europe are shown below in the 2017 Eurydice report below.

**Figure E7: Expected minimum level of attainment based on CEFR for the first and second foreign languages at the end of lower secondary education (ISCED 2) and general upper secondary education (ISCED 3), 2015/16**



From p 123 of European Commission/EACEA/Eurydice, 2017. *Key Data on Teaching Languages at School in Europe – 2017 Edition*. Eurydice Report. Luxembourg: Publications Office of the European Union. Downloadable from <https://publications.europa.eu/en/publication-detail/-/publication/73ac5ebd-473e-11e7-aea8-01aa75ed71a1/language-en/format-PDF>



## Sources referred to for Focus Area 1:

Council of Europe (2007) The European Portfolio for Student Teachers of Languages (EPOSTL): A reflection tool for language teacher education

<https://www.ecml.at/Resources/ECMLPublications/tabid/277/ID/51/language/en-GB/Default.aspx>

Council of Europe (2015). *European portfolio for pre-primary educators*

<https://www.ecml.at/Portals/1/mtp4/pepelino/pepelino-EN-web.pdf>

Council of Europe (undated) Towards a Common European Framework of Reference for language teachers [https://www.ecml.at/ECML-Programme/Programme2016-](https://www.ecml.at/ECML-Programme/Programme2016-2019/TowardsaCommonEuropeanFrameworkofReferenceforLanguageTeachers/tabid/1850/language/Default.aspx)

[2019/TowardsaCommonEuropeanFrameworkofReferenceforLanguageTeachers/tabid/1850/language/Default.aspx](https://www.ecml.at/ECML-Programme/Programme2016-2019/TowardsaCommonEuropeanFrameworkofReferenceforLanguageTeachers/tabid/1850/language/Default.aspx)

European commission (2012) First European Survey on Languages Competences. Final Report.

[https://crell.jrc.ec.europa.eu/sites/default/files/files/eslc/ESLC\\_Final%20Report\\_210612.pdf](https://crell.jrc.ec.europa.eu/sites/default/files/files/eslc/ESLC_Final%20Report_210612.pdf)

European Commission/EACEA/Eurydice, (2017). Key Data on Teaching Languages at School in Europe – 2017 Edition. Eurydice Report. Luxembourg: Publications Office of the European Union

[https://eacea.ec.europa.eu/national-policies/eurydice/content/key-data-teaching-languages-school-europe-%E2%80%93-2017-edition\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/key-data-teaching-languages-school-europe-%E2%80%93-2017-edition_en)

Pädagogische Hochschule St. Gallen Centre for Teachers' Language Competencies (2014) Profession-related language competence profile for foreign language teachers at primary level and at lower secondary level

<https://www.phsg.ch/en/services/fachstellen/center-teachers-language-competences>

Queensland College of Teachers (undated) English language proficiency (ELP) requirement

<https://www.qct.edu.au/registration/english-language-proficiency-requirement>

Teaching Council New Zealand (no date) Language competency requirements

<https://teachingcouncil.nz/content/language-competency-requirements>

Victorian Institute of Teaching (no date) English language competence requirements

<https://www.vit.vic.edu.au/registering-as-a-teacher/how-do-i-register-as-a-teacher/a-guide-on-how-to-register-as-a-teacher/approved-english-language-tests>

## Focus 2: To what extent is teacher language proficiency a key component in learner language proficiency?

### Summary

We found some limited evidence that the amount and quality of teacher language competence impacts on aspects of learners' language competence, most notably on grammar and vocabulary. Such evidence may only reveal itself after a considerable period of exposure time. The overall picture is unclear, with one study which argues that its findings are inconclusive either way, and two investigations which claim no correlation. The links we have found concentrate mainly on the primary sector. This reflects the literature which matched our search terms, but is clearly less applicable in secondary contexts.

Much of the literature focuses on the quality of input and/or teacher talk in the classroom in relation to learner output, and is interested in teacher self-efficacy i.e. teachers' beliefs about their ability to influence learners' learning. 'Teacher beliefs' about their own language proficiency is generally discussed under this umbrella of self-efficacy. There is quite a lot written on comparisons between the impact of native speakers (NS) and non-native speakers (NNS). We found interesting articles for those wishing to go deeper in this area on related aspects of teacher language proficiency, with a lot on assessing and/or testing the construct of teacher language proficiency itself. Reference is included to the most useful of these, for those who would like to do further research, but the key conclusions are included in the main body of the NILE Transform report for BC Sri Lanka's TEA-Test project.

In September 2019 a meta-analysis was published by Faez, Karas and Uchihara in *Language Teaching Research* (pp 1-24) with a valuable overview of the area we have been researching, with the following broad conclusion.

*Most English language teachers around the world speak English as an additional language, and their level of English proficiency is often a matter of concern for them and their employers who associate higher levels of language proficiency with more effective teaching skills. To this end, several studies have examined the relationship between language proficiency and teachers' beliefs about their pedagogical capabilities, commonly known as self-efficacy. While generally studies show a positive relationship between language proficiency and self-perceived teaching ability, findings regarding the strength of the relationship, the role of specific language skills (e.g. speaking, listening), and how they interact with different teaching abilities (e.g. classroom management) are inconsistent.*

*By combining data from 19 studies, this meta-analytic study examined the relationship between language proficiency and teaching self-efficacy and analysed the roles of various moderators such as teaching degree, teaching experience, and type of self-efficacy/proficiency measures. Findings reveal a moderate relationship ( $r = 0.37$ ) between language proficiency and teaching self-efficacy, with some moderator variables showing significant differences across correlations. The results indicate that only a small percentage of the variance in self-efficacy can be accounted for by teachers' language proficiency, suggesting that while language proficiency is important, there is more to self efficacy than just language proficiency.*

### Databases searched

- EBISCO Professional Development collection
- EBISCO Education Source
- EBISCO Open Dissertations
- Taylor and Francis journal database

- Google scholar
- Academia
- Researchgate
- IRIS
- JSTOR
- DeepDyve

Plus email messages to known experts in the key focus areas and personal contacts worldwide, as well as enquiries to the BC ELAG and the Aptis team in the UK

### Search terms

*Teacher language proficiency* (most useful term), *ELT teacher language proficiency*, *EFL teacher language proficiency*, *teachers' language proficiency*, *teaching language proficiency*, *teacher language competence*, *teachers' language competence*, *ELT teacher language competence*, *EFL teacher language competence*

### Findings

Surprisingly, despite the frequency of anecdotal comment in language teaching circles and at conferences, there is relatively little other than that which is broadly covered by the Faez et al meta-analysis (Faez et al, 2019) which offers hard evidence of the extent to which teacher language proficiency correlates with learner language proficiency. Nikolov and Mihaljevic-Djugonovic (2011:107) comment that this may be because the issue is a delicate one for governments. Though they do not mention this, there are also clearly many independent internal and external variables. In addition, we would imagine that the need to conduct longitudinal research in order to get reliable and valid data adds funding and time challenges for researchers.

Having said that, our own strong though impressionistic belief from some 25 years of working with more than 40,000 teachers from some 70 countries at NILE is that teacher language proficiency is a key factor in determining how well learners learn, especially teachers' oral proficiency, which largely determines the levels of confidence with which teachers use significant and appropriate levels of the target L2 correctly in their classes. We did have evidence from a project (unpublished) that we ran in the late 1990s in Europe on what makes for effective language teaching and learning in schools (as against from exposure in the outside environment) that the single most important factor in the development of the learners *skills* - as against knowledge of language system - was the extent to which the teachers used the target language in class.

Some of the conclusions from articles we have found refer to bilingual rather than foreign language settings, or to the learning of a modern foreign language other than English.

The following sources do address the issue directly and claim a link between teacher and learner language proficiency.

Unsworth et al (2015) investigate whether teacher oral proficiency impacted on children's language proficiency in Dutch primary schools. They are at pains to point out that oral proficiency is only one dimension of overall language proficiency. They compared classes which had a NS teacher with classes who had non-NNS teachers with a self-assessed CEFR A profile, NNS with a self-assessed CEFR B profile, and classes taught jointly by an NNS and NS.

They found that, after taking into account variables of exposure time, the children learning solely with an NNS teacher at CEFR-B level scored significantly lower in grammar and vocabulary tests than children with an NNS teacher at the same level co-teaching with an

NS, and also lower than children with an NS only, and than children with an NNS teacher with a higher level of English language proficiency (e.g. C level).

Their regression analysis reflects, they think, the richer input offered by NS teachers compared with the limited input provided by lower proficiency (i.e. CEFR-B) NNS teachers. Anecdotally, Aafje, an A2 teacher of Spanish in her school, would agree. She says that she finds it hard to respond spontaneously to events in class and outside her classroom window in the way she can with German and French (both C2) and relies on the coursebook to mediate the effect of her grammatical and lexical range limitations. Unsworth et al are careful to point out that they are not arguing for NS teachers or even NNS C1 or C2 teachers, as they claim that it is impossible to weigh the benefits the pedagogical skills a trained specialist NNS CEFR B teacher can bring to teaching against deficits in their overall language proficiency. The conclusion is that both adequate language proficiency (some say the teacher having 'at least one CEFR level above that of the learner') and pedagogic skills are of critical importance.

Graham et al (2017) track 252 learners of French in England across the last two years of primary education and into the first year of secondary school in relation to teaching and teacher factors. They found that the French proficiency level of the primary school teacher and the amount of teaching time devoted to French correlated with the children's performance in grammar and lexical tests (sentence repetition and photo descriptions tasks). Their findings seem similar to those of Unsworth et al. (2015).

Nel and Swanepoel (2010) collected written portfolio data from 199 student-teachers and the written work of the children they teach in South Africa to examine whether written learner language errors of children in rural language schools can be attributed to written language errors of their teachers, who are all studying on a distance PRESET course in inclusive education. The authors claim from their portfolio analysis that teachers' written errors do affect children's written errors. Despite this claim, we are not sure that their analysis and discussion makes this link clear or persuasive.

One source claims an indirect link, but does not evidence its claim. Chambless (2012), in her review of target language proficiency levels of beginning MFL teachers in the USA, says that there is minimal research data on the link between teachers' target language spoken proficiency and their learners' oral language proficiency. She argues, however (2012:142) , that it is possible to infer an indirect link via studies in second language acquisition which point to a link between the quality of teacher talk and learner spoken output (i.e. Swain's *pushed output*).

One source claims a link, but says that the number of variables involved make it hard to be confident about the link. Gray (2002) tested the oral language proficiency gains of 1,424 Hong Kong secondary students taught by NS teachers between 1998 and 2000.

Students from EMI schools generally made greater gains than learners from Chinese medium schools. Gray concludes from this that the medium of instruction in a school contributes to overall learner language proficiency gains. Like Unsworth et al he compares the results of learners taught only by NS, only by NNS, and those taught by both. He found that learners taught only by NS or only by NNS had higher oral proficiency gains than those taught by both. He claims that overall, there is some evidence that teacher target language proficiency does affect learner proficiency, but that the evidence is weak. The relationship between teacher and learner target language proficiency therefore merits further investigation, he concludes.

Two European sources claim that no clear link is shown. Laura Loder Buechel, (2014), who has worked with us at NILE, investigated students' learning of English over 2 years in Switzerland. She was interested to find out whether these learners' reading, writing and listening proficiency was linked to teacher language proficiency and their teachers' contact with English outside the classroom. Her findings suggest that neither teacher language proficiency nor teacher exposure to English outside of the classroom are major determining factors in learner performance in the first two years of English instruction in her Canton in Switzerland. Very intriguingly and surprisingly, high levels of teacher proficiency in speaking and grammar were negatively associated with learner performance in reading, writing and listening tests in her study, but her study was limited to lower level learners and even the lower proficiency level teachers had the necessary 'threshold' for Years 1 and 2.

Koster (1986) reports on the failure of a short INSET course to improve the language proficiency of Dutch primary teachers about to teach English for the first time in primary schools. He goes on to examine projects in Germany, USA and the UK which show no link between teacher language proficiency and learner language proficiency. He quotes verbatim from the seminal and controversial 1974 UK project report by Burstall et al (*Primary French in the Balance*) which claimed that 'The teacher's language proficiency correlates least highly [in comparison with factors such as the teacher's ability to use lesson materials well] with the pupil's command of spoken French.'

Millin, a B1 speaker of Polish, reports in her blog (Millin 2019) on the limitations she faces when she teaches Polish to her English-speaking teachers. She says that her own lack of proficiency causes her to teach systems much more than skills, as she is more in control of systems lessons than skills lessons. She says that she tends to avoid activities which involve saying letters of the alphabet and spelling, and does not follow up on emergent language carefully, as she lacks the linguistic competence to talk about the language.

Richards et al (2013), in a deeper, more forensic article, conduct a case study of 7 MFL teachers in New Zealand. They taught French, Spanish, German and Japanese, and rated themselves between beginner (2), elementary (3) and advanced (2) in the languages they taught. Richards et al looked at the teachers'

- exploitation of target language resources,
- provision of appropriate language models,
- provision of corrective feedback,
- use of the TL to manage the class,
- provision of accurate explanations,
- provision of rich language input and
- ability to improvise.

Richards et al say (2013)

*the two teachers with advanced TL proficiency were observed operating in all seven aspects of teaching. The remaining five, with limited proficiency in the language they were teaching, attempted the first four aspects of teaching to varying degrees. However, they were unable to provide rich language input at a natural pace and showed little ability to respond to questions about the target language or culture. (p. 238)*

In an article about the link between teacher language proficiency and learner engagement, Tsang carries out a qualitative investigation of 6 Hong Kong tertiary teachers' general language proficiency and what learners thought of them as teachers. Interestingly, those

with higher language proficiency were not always rated by learners as the most engaging teachers.

Ohio state university has done a lot of work on investigating the relationship between teacher beliefs and self-efficacy. Hattie gives a useful definition of efficacy: <https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>

Kim (2016) looks at the self-efficacy perceptions of 130 NS teachers, native Korean teachers, and teachers living in the USA but born in Korea. They found a correlation between efficacy and teaching experience, efficacy and language proficiency (i.e., English as well as Korean), and efficacy and empathy.

A Faez and Karas (2017) article preceding their 2019 meta-analysis provides a literature review and analysis of current research on the connection between teacher language proficiency and their self-reported beliefs about their pedagogical abilities. Overall, their literature review suggests that teachers' self-efficacy beliefs about their pedagogical abilities do correlate with language proficiency, but the positive correlations in these links vary considerably across studies and contexts.

Cevdet (2011) found links between 54 Turkish EFL teachers' self-reported English proficiency and their perception of their efficacy. Lee's huge study (2009) also identified links between Korean elementary school teachers' self-assessed ability to use English and their confidence and perception of their efficacy as teachers. Archanjo et al examine how teachers see their identity using two studies from Brazil, and one from Chile. The two Brazilian studies establish a link between identity and teachers' view of their proficiency. The Chilean study found that identity was more linked to the fact that the teachers saw themselves as part student of language, part teacher of language.

NILE's own recent (2019) 'Landscaping and Recommendations Study' researching and reporting on initial training and CPD for state school English teachers in Brazil uncovered consistent belief among trainers and language education specialists in the critical importance of improving the English language proficiency of teachers at all grades in the state sector. Determining the language proficiency of the teaching workforce in CEFR terms and setting targets for improving standards in relation to European norms were strong recommendations in the project report which have been adopted by the FCO in Brazil as recommendations for adoption by those providing support for Brazil through the 'Prosperity Fund'.

Choi and Lee (2016) tested whether (a) Korean teachers of English think that minimum threshold levels of language proficiency and pedagogical capabilities exist and (b) whether teachers think that language proficiency and pedagogical capabilities are related. Results from 167 secondary teachers supported both hypotheses.

In discussion of language proficiency training in Vietnam, Thi Hong Nhung (2018) says that teachers find training in classroom language proficiency more useful for the classroom than general language proficiency training.

Many teachers, including in our Sri Lanka focus groups, talk about the difficulty of maintaining their own language proficiency and the resultant loss of confidence in using the language in class, major issues being a lack of exposure to current English and nobody to use English with except their own low level learners in class. Fraga-Canadas (2008) and (2010) comments on the challenges facing teachers teaching Spanish in the USA. Those who teach only lower proficiency learners, for example, say that they feel their own language proficiency atrophies.



Part of being able to self monitor personal language proficiency if this is not done by the state is access to accurate proficiency tests or assessment instruments for diagnostic purposes. Such tools need to be a part of national solutions for a teaching workforce lacking the required proficiency levels. The work of Coniam & Falvey (2013) and Elder (1993 and 2001) and Elder & Kim (2103) bear testimony to the important roles to be played by effective assessment instruments, with particular reference to teacher language and classroom communicative competence . Elder (2001) looks at the blurred boundaries between teacher language proficiency and the other aspects of a teacher's professional competence, with a strong message that proficiency alone is not enough. Elder and Kim (2013) argue that teacher language proficiency standards should be defined in relation to the particular context of instruction and in light of what is realistic given available training resources, which may be realistic but is hardly a help in supporting aspiration. However, a key question raised is whether teacher proficiency is in practice context-specific.

Kimura's recent (2017) work on developing classroom assessment benchmarking may give useful direction to future efforts to develop language proficiency in Sri Lanka with particular reference to teacher language and classroom communicative competence. Importantly, the article proposes the setting of language proficiency targets that teachers must achieve. It also raises the importance of teacher language awareness. The article's most significant potential implications for Sri Lanka in respect of developing teacher efficacy is the components of that efficacy according to which teachers could be assessed or could self-assess, along with the question of whether a high-stakes, top-down approach or a low-stakes, self-reflective one would be more beneficial in the long term in developing teachers' effective language use in the classroom.

The proposed benchmarks acknowledge the complexity of classroom English use, employing four different scale types to accommodate the multifaceted characteristics of teacher language proficiency

Tatsukawa (2018) explores the expected oral proficiency level for secondary school English teachers in Japan. The Japanese Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT) encourages public secondary school English teachers to reach a threshold level of the Pre-1st Grade of Eiken (an English proficiency test). The article also makes the case for a 'threshold level of speaking abilities' for secondary school English teachers in Japan.

Cinial et al (2017) investigate the perceptions of stakeholders on the impact of a high-stakes assessment of English language teachers' proficiency – the minimum language standards Language Proficiency Assessment for Teachers (English) [LPATE], which was introduced in 2000. Given that the test has now been in place for 17 years, the study investigates the extent to which the LPATE assessment has contributed to English language teacher standards in Hong Kong. The data reveal a number of positive links between the LPATE test and English language teaching as a profession. The introduction of the LPATE was deemed to be necessary to set, raise and maintain language proficiency standards and stakeholders' awareness that English teachers need to have high language standards and pedagogical skills related to English language teaching, so is of direct relevance to possible future policy in Sri Lanka.

Glenwright (2005) reviews important issues of language and power in the top-down imposition of the LPATE in Hong Kong, offering an early warning of possible detrimental effects of the LPATE for test-takers and learners. While these may well have existed and have produced wider concerns, the later Coniam and Falvey studies cited above suggest that the outcomes for teacher proficiency and for learner proficiency were largely positive.

Glenwright's earlier (2002) article on the possible impact of the LPATE in terms of its effect on teacher behaviour in class suggests that there could be detrimental effects from the top-down imposition of standards is likely to reinforce traditional conceptions of language teaching pedagogy. Such dangers may exist, but new standards of proficiency and pedagogy for Sri Lanka do not need to do this and Hong Kong is clearly a particular cultural and political context. The other interesting implication of Glenwright's article is the question of whether the top-down imposition of standards is something that works in terms of adoption by teachers. Certificated language proficiency is something that can be measured and levels of success evaluated, but without in-class assessment using the right criteria it is hard to see how changes of pedagogic practice can be seen to have been adopted. Judging the relative impact of the key components of teacher efficacy therefore remains difficult.

It is clear from the literature reviewed that problems with teacher language proficiency in many parts of the world arise as a result of deficiencies at different stages in the teacher training and teacher education (CPD) process. In some case, as we have witnessed most recently in Brazil (Allan et al, 2019) the problem arises even before the ITT stage, in that language proficiency standards do not exist even for entry into initial training for the profession. If the initial training course does not contain a language component, this situation is not remedied and the proficiency deficit is not compensated for. Often teachers have little chance of language improvement while teaching, so the starting point problem faced by all non-native speakers who have not acquired English by chance or later exposure can continue throughout a career. This point is well made by Riordan (2016) in considering whether a sort of 'ESP for teachers', *teacher language*, should be part of the development and maintenance of teachers' proficiency.

Driscoli (2016) outlines the theoretical perspectives which could underpin a language proficiency teacher training course designed for teachers of English who speak English as a second or foreign language. The paper describes the curriculum design and development of such a course and concludes that language proficiency is instrumental in helping teachers develop a positive professional identity which in turn enhances the quality of instruction. Driscoli's article revisits some of the issues explored in Arva and Medgyes (2000), which explores the different teaching behaviours of NESTs and Non-NESTs and suggests that divergences in language proficiency can impinge significantly on teaching strategies and overall classroom effectiveness in relation to the tendency to focus on the learning of language as system as against communicative abilities to USE across all 4 skills.

Bale (2016) recognises that language proficiency, while an important component of teacher effectiveness, is not an isolated variable and both impacts on and is impacted on by other key aspects of language teacher efficacy. Teachers interviewed offer evidence of how their proficiency interacts with and can be developed along with other key aspects of confident, competent classroom behaviour. Integrating language learning and language teacher learning helps to extend target language proficiency into the pedagogical and professional domains – another example among many of the fact that as a language teacher it's not enough to have language proficiency but you also have to use it to its fullest extent with your learners to be effective and provide your learners with the maximum benefit.

Richards (2017) brings many of the above issues together in his widely cited RELC article Teaching English through English: Proficiency, Pedagogy and Performance.

Given the fact that the majority of the world's English language teachers speak English as a second or third language rather than as their first language, for many their level of proficiency in English may not reach benchmarks established by their employers, raising the



issue at the core of the TEA-Test study, what kind of proficiency in English is necessary to be an effective teacher of English?

The Richards article seeks to provide an overview of how the role of language proficiency issue has been addressed in the ELT literature. It describes the kind of specialized language skills needed to teach English through English, explores the relationship between language proficiency and teaching ability, considers the impact of language ability on different dimensions of teaching, and raises the implications for language assessment and for the design of language enhancement programmes for language teachers. It should be essential reading for all those interested in achieving meaningful and impactful improvements in Sri Lankan English teachers' proficiency and their crucially interrelated pedagogic performance.

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## Appendix V: English teachers' English language proficiency - examples of levels, expectations and action taken worldwide

In Europe, as can be seen from the chart showing English teachers' English language proficiency levels (Appendix I), there is a widespread and clearly defined secondary school target exit level. This level, the 'Pass' level, the level expected to be achieved and actually achieved by the majority of school leavers, is B2, as defined by the CEFR.

In this appendix, and in the 'Literature Review' in Appendix IV, we refer to the evidence of the extent to which positive correlations and causation can be claimed for the relationship between teachers' language proficiency and their learners' language proficiency. However, very few people and no language education experts would suggest that it is reasonable to expect that learners can achieve B2, or even B1, when their teachers are B1, which is the level of 36% of teachers of English in Sri Lanka (see Figure 1 in the main body of the report).

While there is anecdotal evidence around the world of unqualified teachers with low level English coping as best they can with language classes allocated to them, managing to teach their learners by being 'one unit ahead' of them, this is clearly not a sound basis for national policy. To be an effective teacher of English, a teacher needs 'good' English: a confident command of the knowledge and skills to be taught - or, at the very least, 'good enough' English. But what level counts as 'good enough'?

In European countries like the Netherlands and Sweden, the 'top two' in the EF English Proficiency Index, the nation is exposed to high levels of English through the media, social networking, popular culture and relatively high levels of English use in the community, in addition to what is delivered in school. In other parts of the world, as in Sri Lanka, the main source of exposure to English, to develop real communication skills, is the teacher. This exposure happens less in the classroom when the teacher has lower levels of proficiency in the target language, especially in speaking, whatever teachers in our Sri Lanka survey may claim about their practice (Van Cahn & Renandya, 2017; Faez, Karas & Uchiyara, 2019).

If we look at an example of a long-term success story in Europe, there is evidence from Spain (Comunidad de Madrid, 2015) that the secondary school exit levels in English can be very significantly raised, in some case by more than one CEFR level, by carefully staged long-term planning and appropriate resourcing, including the critical development of the key human resource, teacher quality – key aspects being teachers' language proficiency and appropriate methodology.

In the last 20 years NILE has been involved in a long-term project with a number of regions in Spain, which has seen teachers' average language levels rise by around one CEFR level, in secondary contexts from B2 to C1, with a corresponding increase, over time, in learners' levels. These outcomes have been the result of a range of policies being consistently maintained, with political support never wavering despite changes of government, and a clear focus on teacher language proficiency, with extended training being provided both face-to-face and online.

Two key components of long-term policy have been the use of CLIL/AICLE/EMI approaches at primary, secondary and tertiary levels over two decades and the establishing and maintenance of a nationwide system of Escuelas Oficiales de Idiomas (EOIs) to provide

state-supported language training and CEFR-linked testing throughout the country, providing formal qualification and certification as well as ongoing language improvement through state-supported CPD. Spain now has 320 EOIs, 20,000 teachers and 400,000 students. The qualifications are not only a requirement to be a language teacher, but also part of a career structure, offering incremental financial reward as well as potential career enhancement.

We understand that CLIL/EMI approaches are not the focus of this report, but the other aspects reported above, i.e. carefully staged long-term commitment and state sector, post-school ELT CPD provision, as in Spain through the EOIs, are worthy of serious consideration. But it should be borne in mind that to set up such provision, there is a need for 'EOI teacher educators', or their equivalent, whose own level of English is good enough to take the language teachers they train on language programmes to the next level.

What has probably been the world's most successful English language teaching at primary level resulted from a 10-year programme to train an entirely new cadre of 7,000 primary EL teachers in Bavaria in Germany. The teachers, existing primary teachers, first had to achieve an English language qualification at C1 level, which also included 'Teacher English' and the special skills involved in reading aloud, presentation, storytelling etc. They were then trained in ELT methodology for primary school (ages 9 - 11). The long-term results of this are now clearly visible and measurable in CEFR terms. Pupils there are coming out of primary school at the age of 11 with A2 level English.

In Switzerland in the last decade the decision of a number of cantons has been quite simply that a teacher who wanted to continue to teach English had to be at C1 level or lose their job. This decision was accompanied by huge investment in the language training, testing and certification of all those not already qualified at that level, but if the level was not reached, then the teacher would no longer be employed. This kind of solution is not practically available to most countries in the world and certainly not recommended for the Sri Lankan context.

On a much larger scale than Spain, Switzerland or Sri Lanka, a major 'Landscaping and Recommendations' report, carried out by NILE this year (FCO, 2019 forthcoming) on how to improve EL teaching in Brazil, evaluated a similar situation to that in Sri Lanka in terms of national government aspirations, and made a number of key recommendations, most of which have now been taken up for a long-term programme due to begin soon and supported by the UK's FCO. Within a 10-year plan, with defined 'staging posts', proposals include:

- Making English a compulsory part of all secondary school curriculums
- Defining minimum school exit levels in CEFR terms
- Defining minimum qualifications levels for teachers of English
- Identifying how teachers could be enabled to reach these levels through ITT and CPD
- Involving the UK in extensive levels of support for the programme

These concerns and aspirations are national in Brazil, but education is regionally organised by each state. To provide some idea of the size of the context, the City of São Paulo has a population which is twice the size of that of Austria, while the State of São Paulo has a population twice the size of the population of Sri Lanka. What happens in the next few years in the state of São Paulo, which has a mix of urban, semi-urban and rural contexts, will be worth following, as a programme with similar aspirations to those of Sri Lanka develops through a 10-year cycle.

There has been a need in Brazil for a realistic appraisal of how fast whole-nation progress can be, given massive regional variations in teachers' language ability (from A1 to C2). The evidence we now have from the 2019 'Aptis for Teachers' test results suggests that Sri Lanka's much greater homogeneity of teachers' levels can allow for a more effective national approach, though our data showing some degree of variation between provinces should be considered for the potential it offers the authorities to tailor their planning to positive effect.

It is clear from the results we now have from the Aptis for Teachers tests carried out in Sri Lanka that the situation may well be better than expected. Comparing with elsewhere in Asia, the teacher proficiency levels there are already far better than that reported in 2017 following a survey of 400 English teachers in Thailand, where the findings showed that:

*60% of them had knowledge of English and teaching methodologies **below that of the syllabus level at which they were teaching**: of the remaining top 40%, only 3% had a reasonable level of fluency, and only 20% were teaching class levels for which they were both qualified and competent' (Renandya et al., 2018, p.5)*

Looking at other evidence available in Asia, in Vietnam, 50% of English teachers had a proficiency level below the benchmark set by the Ministry of Education and Training. The *Teaching and Learning Foreign Languages in the National Education System 2008-2020* project set targets to drive up the standards of language learning in the country, with English as the particular focus – noticeably again a long-term project. Some progress has been made both with teachers' language proficiency and with learners and users overall, with Vietnam now in 41<sup>st</sup> place, between Russia and Uruguay, on the latest EF English Proficiency Index (EPI, 2018), but as Thuong Nguyen (2015) noted there remains a lack of qualified teachers, particularly in state schools.

*Foreign language teachers must guarantee their **teaching language proficiency** as **two degrees higher than the general standard of school level**. Accordingly, the high school teachers need to gain the level of C2 (in order to teach at B2 level). (p.5)*

However, the national survey shows that only 0.1%, i.e. one in a thousand teachers at upper secondary level, have reached that C2 level. So, as Hieu Nguyen points out:

*At school, 90% of students can't communicate in English well because they hardly speak English. They just know grammar, reading and tests. (pp.62-64)*

A partial explanation for this may be the historical pedagogic traditions of the country for language teaching. As Matthew Molloy says in *The Pie News*, August 2019:

*I have a Vietnamese friend who is a highly regarded English teacher and speaks good English. His students could recite large lists of vocabulary but hardly hold a conversation.*

It is clear that in many cases teacher language proficiency is a necessary but not sufficient component of effective English language learning for the 21<sup>st</sup> century.

Teachers' language proficiency is clearly important, not only because of the crucial role played by teachers in developing their learners' skills through being the main source of exposure to spoken English, but also because a teacher's limited lexical repertoire will limit learners' own vocabulary development, even if good coursebooks are available.

There is also the other potentially very negative impact of a teacher's lack of proficiency in the target language, the fact that learners may not only fail to develop skills and language knowledge as they should but can actually learn incorrect language. The study by Nel and

Müller (2010, p.639) in South Africa makes the implication of the impact of teachers' limited proficiency on learners clear. Learners learning well what teachers taught resulted in:

- Phonological errors – incorrect sounds, stress and intonation patterns as well as faulty pronunciation (at segmental level)
- Spelling errors as modelled by the teachers
- L1 transfer at a syntactic level (as modelled by the teacher)
- Overgeneralisation in the application of rules (modelled by the teacher)
- Grammatical errors – for example with articles, infinitives and prepositions

The levels of the teachers involved in the South African survey are not susceptible to direct comparison through the CEFR or test results, but it appears that if teachers have below B2 level proficiency, then to some degree the problems outlined above will occur. Conscientious teachers can compensate for their deficiencies in the target language that they are teaching by careful use of a coursebook, diligent preparation and good classroom pedagogy, but only to a limited extent.

Where we do have reliable comparable evidence of English teachers' language proficiency in English from other projects in Asia with a similar broad focus, it is clear that the picture is one of considerable variation in the English language competencies of both learners and teachers.

Singapore is in third place on the EF English Proficiency Index for 2018, with a score of 68.63 as against Sri Lanka's 49.39, behind only Sweden and the Netherlands. However, Singapore is in a very different situation in relation to the status and use of the English language within the community.

In Singapore an English-based bilingual education policy and the increasing extent of English use in daily social interaction have meant that levels of English proficiency are much less dependent on state school teachers teaching 'English as a Foreign Language'. The role of EMI, while for some controversial, has been a key component in the ranking that Singapore has achieved in the EPI. The result of language policies there over the last two decades has been that Singapore has been able to tap into the global economy, with the nation's workers in demand for high skills industry worldwide because they have the English they need to communicate. Teachers have also had a major part to play in this, a part recognised by Lee Kuan Yew when opening the English Language Institute of Singapore in 2010:

*You, the educators, must be the standard bearers of the language. You need to encourage, stimulate and challenge your students to be excellent communicators in English, able to hold their own at home and abroad. You must, yourselves, constantly seek to improve your own command and appreciation of the language.*

Singaporean teachers in the state sector need a 'Pass' in the Post Graduate Diploma in Education, while the extensive private sector has teachers with a wide range of qualifications, but typically at the higher end of the spectrum. Many of these teachers are teaching their own L1. As we learn from Ee Ling Low's review of Singapore's language and teacher education policy:

*Language competency has been established as one of the most significant factors that impacts academic achievement. Singapore's educational success is [a reflection of] how prudent language policy and planning, coupled with a carefully thought-through and judiciously implemented pre-service programme for English language*



*teaching has set Singapore firmly on achieving and possibly being able to sustain its educational success. (Springer 2013, pp. 85-102)*

However, it is far from the case that all countries in the region have even the basic starting point for significant improvements in their nation's English language proficiency in their teachers' levels of proficiency. If we look at the evidence we have from Punjab from the PEELI Reports (2013-2019), where a total of 1720 teachers took and successfully completed the Aptis test as part of a baseline study in 2013,

*...the principal finding is that the level of English of those teachers who completed the test is very low, both in public and in private schools. 62% of private school teachers and 56% of government school teachers registered scores that placed them in the CEFR level A0. This means they lack even basic knowledge of English, including the ability to understand and use familiar everyday expressions and simple phrases. Most of the remaining teachers received scores that placed them in the A1 level. A further 12% scored in the A2 range. (PEELI, 2013, pp.10-14)*

Less than 3% of the teachers scored B1 or above. It is worth reminding ourselves here that in the recent 'Aptis for Teachers' tests carried out on our representative sample of Sri Lankan state sector teachers of English, 94% were B1 and above, with 58% being B2 or C1. If there are further lessons to be learned from other nations to support the effective planning of education reform in language education and teacher education in Sri Lanka, it seems we should be looking elsewhere other than Punjab to find exemplars for raising Sri Lankan teachers' proficiency further from the present predominantly B1 and B2 levels.

The DfID funded BLISS Project in the State of Bihar in India sought to provide data on levels of teacher English language proficiency as part of the needs analysis done to establish a baseline for an ambitious programme to provide high quality teaching and training for the teachers there, 'as well as increased awareness of the value of English for employability'. Part of the project involved the provision of 'language proficiency training with the target of raising their language level by one band on the CEFR scale and increasing their confidence in using English.'

The data collection part of the project had a lot in common with the present TEA-Test project in its concern to provide reliable evidence of the baseline English language proficiency of teachers. The BLISS project also looked at the results of the language proficiency of a new cadre of teacher educators both pre- and post-training. The key questions were:

*What is the language proficiency of a typical English secondary school teacher in Bihar?*

*Are there variations in this language proficiency across the state?*

*To what extent is the language level static or developing?*

*To what extent can the language proficiency of teachers be developed through training?*

(British Council, 2015, p.35)

The testing was done by the assessment of oral proficiency through an interview with a trained assessor and through the use of the British Council Aptis test. Testing was done on samples of between 250 and 400 teachers in each initiative in the period 2012-2015. The detailed results for the baseline and follow-up studies both for teachers and for those chosen

to be teacher educators can be found in the BLISS Report, but key points for the present 'TEA-Test' report are as follows.

In the 2014 Bihar baseline study, no teachers were C1 and only Patna had more than 10% of teachers at B2 level. All other districts averaged less than 5% of teachers at B2.

Most regions had between 40% and 50% of teachers at below B1, with some districts having over 20% of their English teachers at A0/A1.

The BLISS Project Report assumed that 'the minimum language level for a teacher is B1', but in reality 'at least 50% of teachers fell below this level in the majority of districts'. While this means that the comparison we can make with the Aptis results for Sri Lanka again suggests that Sri Lanka is much better placed than was the case in Bihar. What is interesting for this report is the evidence from Bihar that the decision to provide properly planned language proficiency training can lead to very positive results. The teacher educators' group who were tested, provided with training and re-tested, showed really significant improvement in their oral proficiency, as below:

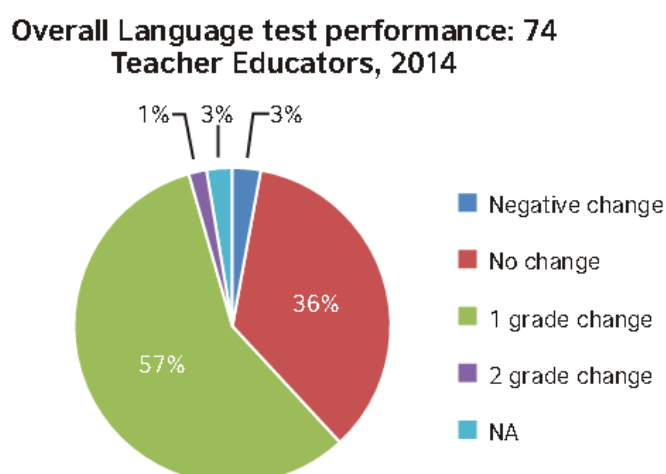


Figure 25: Changes in teacher performance within BLISS

- Change level to level+ 11.8%
- Change up 1 level 27.4%
- Change up 2 levels 11.8%
- No change 26%

While we need to be aware of factors that may mean the group of newly designated teacher educators was not entirely typical of the teacher population, it is significant that with the provision of specific language proficiency training such levels of improvement can be achieved. The BLISS Report concludes that:

*...when teachers, or at least those teachers selected... to become teacher educators, are provided with the opportunity of developing their language proficiency, they respond actively... demonstrable progress was made in terms of CEFR level by over 50% of the sample. (British Council, 2015, p.43)*

While Bihar is not Sri Lanka, the fact that a large proportion of the progress made by the Bihar sample between the 2013 testing and the 2015 testing was between B1 and B2 may be an encouraging message for future planning in Sri Lanka.

The message from Malaysia would seem to be the same, that well-planned focus on teacher language proficiency both in initial training and in CPD can deliver significant results. The post-Aptis test measures taken there following the testing of 5,000 teachers in 2012, led to improvements which required the provision of a 'top end' adaptation for the 'Aptis for Teachers' follow-up tests used there following the training programmes, suggesting an expectation that significant improvements in language proficiency had been achieved.

It would be nice to think that after a period of language training for English teachers in 'language for teachers', as well as in developing their general proficiency across all four skills, a more advanced variant of the 'Aptis for Teachers' test like that used the second time in Malaysia to register the improvements deriving from successful in-service training could be put to appropriate use in Sri Lanka.

## Appendix VI: Focus Group Discussion Notes

Centre	#pax/est. level	What did you think of the test?	Have you ever taken a test like that before?	Do you think the test will reflect your language proficiency accurately?	What did you think of the survey?	Are you happy that your present level is good enough for the teaching that you do?	Which skills do you most need to improve to be a better teacher of English? (speaking 80% according to survey, all others down at 30%)	What do you do now to improve your English level?(TV, newspapers/books, social media) How could you best improve these skills?	Do you believe only teachers with high levels of English should teach higher grade levels?	Do you think there should be a minimum proficiency standard for English teachers? If so, what?	Do you get any official support to improve your English? •What? •Are you willing to invest (more) time in improving your English, if you get the official support to do so	Would you be interested in doing an online course? If no: what are the problems for you with this?	Imagine you could talk directly to the education minister: What suggestions do you have for improving the language proficiency and language awareness of teachers of English in Sri Lanka?	Motivation now and in the future:	
														Now	More
Trinco 1	4 3xB 2 1xB 1	It became more difficult as it went on, but it was ok. Fine.	No (all)	Yes (all)	It was very long.	I can't say that I am perfect but I can manage somewhat. In classrooms we try to speak in English with students. They can't understand but we	Speaking and writing: the productive skills. Reading also. My vocabulary needs improving. 'A little bit', but can't explain. When	Listening to radio news, watching movies with subtitles, reading, translating parts of Sinhala; precis writing: summarising Use Internet on smartphones. Twitter, Facebook (4), Instagram	Yes: to teach higher level students it is a must. Teacher should be competent.	Yes. Use a test of four language skills.	Only when meetings are held in English, we listen. No grants or help freely available. If there was a program me we would join.	All yes Network connection issues. Through mobile is better. We can access it at school. But there is no time. We can request that we have	Conduct programmes to develop English language abilities. Speaking programmes. Platforms to speak with other teachers. We do it sometimes, but	Improvement of students Developing ourselves and becoming professional teachers	Success as a teacher: helping students to develop more. Going abroad

						try our best. We anyhow manage to teach the students but they need mother tongue translations. We can understand and manage classroom. When we go to speak with others, there are problems with our fluency.	teaching syllabus content I am happy, but thinking about my level, I am not happy. To some extent. My level is not completed. I want to learn much. Using language is more important. I am a little bit happy with myself but I know I am not very much good. When I try to speak, there can be some difficult situations and things like that.	Youtube, IMO, Whatsapp Teachers in SL is a useful group.				availability. Currently the internet connection is cut as the bill has not been paid.	would be good to speak to others. Books about teaching English: we can't find any in any school. Magazine for teachers or Readers' Digest. Newspaper subscriptions from other countries.		
Trinco 2	6: 4F, 2M 3xB 2 3xB 1	It was interesting because it was computer-based. I was a little	No (all)	Yes (all)	The questions were interesting and made me think a lot about our system.	We are fluent enough to teach. We can teach but not communicate very well. Lack of	Listening and Speaking	Listening to the news, read newspapers (available in school), watch TV and cartoons, songs.	Depends on teacher. Sometimes teachers with higher levels of ability	Yes. Because we can't misguide the children. At least 50%. Having ample	No. There is no AD so we don't have the opportunity. Yes we would be interested	Yes. Time. Internet connection at home with computers. Also mobile.	More courses, more resources, more speaking and listening skills. Demonstrations	Success for our students. Teaching well and liking it. Wearing Sari and carrying	How to prepare more teaching aids. Especially for slow learners. Books are 15-20

		nervous of this. I would have liked to do practice tests in advance.			It was good. Fine.	opportunity to speak. I can explain something ok, but communication is weaker. When we are teaching something we have to use mother tongue or we. Some higher academic and technological terms are problematic. Whiskers: primary teachers needed to know. Not yet. Earlier we had connections with the RESC, now it does not function so much. Since 4-5 years. That was a very		Internet: as a dictionary, if the children need images, worksheets, grammar activities. Facebook a little: shared other province exam papers.  Take every opportunity for language proficiency courses and methodology. Communicating with foreigners. Doing what anyone else tells us.	don't know how to teach. some better teachers don't have great language ability.	knowledge to teach that grade. Teachers need to develop their language skills at university.	d in any opportunities provided	Occasional dropouts but it is not bad. There is a connection but we don't travel there. We use our own mobiles. We don't use school computers because there is no time to go to that room. Our school day is too busy. Preparation for competitions, student welfare, events.	ation classes for new methods. Workshops, smart classrooms. Teaching aids. Seminars. Multimedia classes. British Council courses were very useful for us. Make it practical. Multimedia is difficult to use in the classroom. Only the competencies are helpful in the new syllabus. The textbook is not useful. The teachers guide is not connected to the textbook.	handbags!	years old. Media teaching with materials. Differentiated worksheets.
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						<p>useful resource.</p> <p>Teachers don't come so we don't run activities.</p> <p>Keen to learn more but don't have the opportunity. If we get the chance, we will. No centre to coordinate us.</p> <p>We are surviving with what we know.</p>									
Trinco 3: National school but teachers from all over at the test. Some teachers from two-three hours away.	8: 6F, 2M 4xB 2 3xB 1 1xA 2	Good: I have never had a chance to do a test like this before, so I got nervous during the test so it was good practice for me. It tested all four	No (all)	Yes (all)	Lots of questions. All related to our subject. Speaking knowledge is very important to us. Speaking should be improved. Sometimes they were the same thing. Everyone	No (all): I should improve more than this. Especially speaking. If there are any courses, I would like to take them. Need still to improve.	Speaking, grammar is required for learning proper word order. Speaking and pronunciation, listening	Improving grammar using: Essential English usage by Michael Swan; English with smile by Samaranigh, Longman, Listening to Gold FM, watching BBC, TV shows on websites Reading articles online. Watching	No: Most teachers have methodology and if you have that, you can have a lower level of language ability. Book knowledge alone is useless if they don't	MoE has levels for teachers. Yes. Needed to be able to teach the language.	School is far away from the department. It will take two hours to reach the school. So they are reluctant to come there, but they do: Quality circles (zonal level) help us to	Yes: Reliable internet connection and computer at home. Travel time is long between school and home. Financial matters. Paying for courses is	Syllabus is too big, need to focus on students' language knowledge. Better to start from grade. Long term, continuous programme with continuous	Students and their results	Technology in class Non-test-oriented activities More modern methodologies Resources for learning. Syllabus helps very little. We are imprisoned in it.

		skills and did it in a logical way. Most of the time in our classrooms we don't use English so it was exciting to do the speaking activity.			needs to learn a language on their own. The background info is very important . Nowadays English language teaching is improved but not so in the past. Second part of survey was really well organised. It made me realise how I improved my English. Finally, how we implement our language skills in the classroom so I think it is a good survey. It is a must. It gives a lot			films, social media: email, facebook, 2/6 Self study, follow an English course, hope to do TKT, Time is the problem travel to/from school is long. Planning to improve is difficult. Now studying literature for BA degree (basic Othello, Sense and sensibility)	know how to implement it. How to teach is more important than language level. It should be enough but it does not have to be high since the teacher can prepare in advance for that, but we need good quality English.		develop and promote better results among students. Professional development centre in Trinco conducted seminars to help Efficiency Bar examination. If they give us enough time and resources , we can develop.	expensive.	updating. Provide resources to take course.		Higher student achievement
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					of information about the teachers and the results should be used to inform future plans. Medium level										
Batticaloa 1	8 (7F, 1M) 2xC 1 5xB 2 1xB 1	Very good. Interesting (general agreement)	None Three teachers 'practice' IELTS: for potential migration to Aus/self improvement	Yes (all)	Good questions. Made me think. (general agreement)	Yes, but we have to improve more (7). It would be better if they let me teach more first. I only do part time (1).	Speaking, we need to be able to respond immediately and writing All four skills We don't get much experience of listening.	3 are self-studying IELTS Read books; related to motivation and management; motivational speakers on TED talks.   Reading newspapers Watching English news. Reading spiritual magazines and the bible (old English). Social media: Facebook, whatsapp (school teacher group: in Tamil depending on content; zone English teachers group:	We all can teach them. We are all qualified. We need some more practice and methodology to teach them. We don't have much teacher training for higher levels. Secondary levels most of all teacher colleges are	All agree: IELTS 5	ISAs visit and conduct seminars and workshops. We participate when we can.	Yes (all) Spoken oriented would be better.	Have an online programme Earlier we had things like connecting classrooms (no longer) to talk to schools in other countries. The problem is we don't get a chance to speak. Without permission, we can't. (this is not true, but the teachers	Appreciation/Rewards Enjoying the language and helping others to enjoy it	Getting opportunities to study for higher degree, certificates and qualifications. Awards More activities that are fun, need a course on this. Activity-based English. English camps. Teachers Association. Literary Association (book club) for teachers.

								chatting and gossiping, sharing ideas), youtube. SL English teachers group	considering but not advance levels. Anyone who finishes training college can do it.				believe it is)		
Batticaloa 2	6 1xC 1 4xB 2 1xB 1	Good, fine, it got harder as it went on but good	No (all)	Yes (all)	It was long! But interesting	2 Yes 5 need to upgrade	Speaking and listening No chance to speak in English, only when we meet classes.	Read books, listening to news, watching movies, Social media facebook. Teacher development group Batticaloa local on Whatsapp: exchange ideas and gossip. Most of the time we speak in English in school. We discuss official things in English and person. I things in Tamil. Professional English courses in open universities. Elocution classes in CALSDA. Teaching	Yes, it is better. Lower level teachers can manage, but it is better if the teachers have higher levels of language ability. (general agreement)	Yes, it is a good idea. (general agreement)	Sometimes they conduct workshops for methodology but nothing on language improvement. If they did, we would attend.	6 interested. Within school time would be better. One free period per day could be used for that. All have computers and internet connections. Better in school hours.	Provide CDs Meet teachers often Make arrangements to meet the teachers from the district. Arrange face to face crash courses Use different teacher talents to make CDs and videos including singing and dancing! Recruitment is done on paper qualifications, this is a problem. It doesn't	Being with children Results of the children Praise from the principal, recognition and awards	Better results Awards/rewards don't happen: we need more recognition. Workshop for all teachers, School-level English competitions for all the students Competitions for teachers: essays, speeches, debates, creative writing.

								British Council classes. Diploma course conducted by distance education service was conducted in English.					tell their language level,. A parallel qualification for language ability would be very helpful.		
Batticaloa 3	8 4F4 M 4xB 1 3xB 2 1xC 1	Not so easy. All skills were tested. It was very interesting construction. Testing method was different from other exams we have done. And the online aspect was interesting.	1xYes: Dyned. (application for a private language school).Placed in level 2.5 and was selected as a teacher.	Yes (general agreement)	It will help to reach the government and tell them about our status in this field. It will help tell you the skills needed to be trained.	No: we can improve ourselves. Even the level we are, there are more levels to improve.	Speaking (x5) and all four skills equal (x3)	Professional courses, Watching films, reading books and articles online, keeping a vocabulary book, watching TV News. Use social media Facebook for professional groups 6 are members of the SL teacher group. Whatsapp chat group Batti English teachers group.	Yes: it would be better (x4) No: The higher grade levels are not that clever or fluent, so a medium level teacher can teach them (x4)	General agreement	Introducing text books in seminars, teacher development seminars. It would be better if the trainers were qualified.	Yes (everyone): Working at home would be better, school time is too busy already, no facilities issues. Internet connection is ok, but there are a lot of powercuts in this area so it is problematic.	Nowadays we have lots of extra work. Especially clerical work. Please reduce it. Introducing new methodology Conducting regular examinations to motivate teachers Online and face to face courses Create opportunities to speak more. We don't have time to meet and talk. Nobody knows	Results from children You can see the students change and there is a variety of activities.	Being part of an international community Better results More appreciation from authorities Positive reactions from students Recognition by society: promotion, rewards, financial and symbolic

													anything about School-based TD.		
Ratnapura 1	9 6F, 3M 6xB 1, 2xB 2, 1xC 1	Good (general agreement)	no	yes	Good (general agreement)	H: Not happy. If we know more, we teach students better, we don't update our knowledge. Mostly we deal at student level. Also we don't have time. We don't meet more challenging situations. A: We deal with only students, but we need to improve a lot. G: OK for the challenges I have. B: Fine for now,, but always better to have more knowledge.	All needed (5) Speaking (3) Grammar and writing (2)	Taking higher education courses. Watch films for cartoons popular kids movies. Reading books: novels ) Take part in chat groups; search for teaching activities, listening to Randalls listening lab, Khan Academy, British Council for kids.	No: As long as they can implement the methodology it's ok. All things being equal it would be better.	Yes: we need a minimum standard to be able to teach our students and enable them to communicate. We need minimum standards so they can teach the language.	No, none provided. We would take part if they were.	Yes: use the facilities here. I like online. Never done online course before. Barriers: Too expensive. Time: difficult to do so in school hours. opportunity	Principles need to improve English too. They can then support the English teachers more. Employ foreign teachers to work for even short periods. Exchanges for example. Opportunities to work and study in UK Online teaching and ties with foreign schools. Recognition for in service training and a more coherent offer. Modular credits	Students and their performance Their feedback and the feedback of parents Principles and communities appreciation How students feel after they leave school	Increase our salary: main barrier Vouchers or discounts for higher education and courses. Freedom to teach: we are too constrained by textbooks. They need to be revised.  Monitoring system works against teachers: asks how many units we have done. Parents also are very textbook focussed. Used to be more flexible, but not now.

													building up to an higher degree. No clear path to higher education for teachers. National College of Education certificate s are not accepted by universitie s to follow higher studies. Free online English courses. Scholarshi ps Basic grammar could be a good idea for an online course.		Situation is unclear. Decrease non-teaching workload. Too much admin: SBA, Private records of students, various other forms.
Ratnapu ra 2	8	Fine, interesting, but listening some parts were not clear.	2003: MoE reading vocab x1 TKTx1 IELTS general 7.0x1	Yes	We can develop ourselves and think about think about ourselves. Different sections had slightly	Yes, but we can always improve. All Yes	All four skills including grammar and we have to update our knowledge . Vocabulary is very important.	Read a lot: newspapers, magazines, children's stories. Watch movies, TV news, listening to songs, old classical	Everyone Y: level of knowled ge they need good models to be able to achieve higher	Yes. They should be proficient.	No. We would attend if they were provided.	Yes: Barriers: no computer facilities in school, time, technical problems and lack of skills. Internet	They promise to provide all the students tablets but it hasn't happened yet. Also teachers.	Student and their success Appreciat ion Support from high officers Proper guidance	Higher achievem ent levels Goal achievem ent: there are no individual developm ent plans More money

					different questions in detail			songs: home on the range!	levels. Teachers need good proficiency to be able to prepare students for O and A levels.			connection not so bad. Sometimes.	Financial support with purchasing technology would be useful. We have lots of training programmes but they are not well planned. More thought in the organisation would be useful. More programmes by native speakers. Scholarships for foreign countries (not neighbouring countries for pronunciation reasons).		More time and less work during working time. 30-35 classes per week @ 40 mins. 45 and more. Reduced class sizes.
Rumanwella 1	5Fx B2	It was fine	National Certificate of English in 70% in 10-15 years ago.	Yes	No issues	Our knowledge is sufficient to teach our students.	All four skills. Speaking/ listening: Primary skills more important	Taking courses, reading newspapers, literature, listening to news and	No: Higher level teachers should teach lower	Upper intermediate (B2) should be the limit for English language	Family: parents help with funding and some of them speak	Yes, very interested. Internet access. Network coverage	There should be self-study 'packages' or courses for teachers,	Results of the students and job satisfaction	Easy access to technology: videos and songs AV materials.

			NCE 2009 75%, Asia foundation English course 2010 intermediate. English diploma in humanities dept. Colombo Uni. Writing Reading			Beyond that we can't say that we are ok. We believe that we need to learn something to go with this fast moving world and be updated always. According to this context it is ok, but we need more. IN this area, everything is getting developed and we have to be able to teach them more to suit the standards of the world. Textbooks available nowadays are different from when we were at school.	for communication. (general agreement)	other TV programmes, Discovery Channel (on a basic satellite channel package), difficult to find time to sit before a TV! Internet: finding materials for lessons, facebook 4/5: all members of SL group 15,000: regular users, viber.	level students as well. Ability should, always be more advanced than the students.	teachers at all levels.	English at home. Training courses and seminars are in English. TKT was the most recent one. Centres are far from this area so sometimes we are missed out. We would like more development opportunities	is poor in some areas. In school we can.	at least twice a year, not long courses. Proficiency Exams would be motivating once a year or twice a year. Opt in would be better. Weekend courses based on levels Arrange groups in zonal areas to get together and discuss in peer groups to collaborate and learn. After school groups or weekends as their schedule fits.	Community involvement Helping other to communicate their ideas. Helping lower level students to do better	Special space: activity room for interactive lessons. Modern equipment: AV projectors / laptops/ smartboards 45 students average: reduced class size would help. examine speaking and listening and they if the facilities are available. Will be more involved . More help for non-scholarship (non-national cf. provincial) schools.
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Rumanwella 2	2F 1xB 1xB 2	Interesting and motivating to take part in this test.	no	yes	We think it will give useful information	Not satisfied. We have qualifications to teach but not satisfied with proficiency level. We don't have fluency in English. Writing skill is OK. Always we try to update our knowledge and skill.	Speaking both: my writing is ok, so I need to improve my speaking. It's the way we communicate and the weakest skill we have.	A: Listening to news, using internet: listening to conversations on youtube, send messages in English to help him learn English, and talk in Singhala, following the subject matters: what we have to teach for children. B: Uses the internet in English: articles reading, finding information for teaching purposes. Read newspapers, use articles for students learning process (junior observer). Listening to songs: songs for children. My heart will go on etc.	No: Although they are in higher grades, they are proficiency now, if they don't know how to teach, they can't teach. It is better if they have higher English for higher grade levels.	Both yes. If we don't have standards, how can we teach English?	We have seminars and workshops in developing listening skills and testing listening. Workshop conducted in English. While they help us develop our teaching, we develop our language skills at the same time. We do some games and speak in English. We are there talking to our friends and exchange ideas with other teachers with the support	Yes: both. Some difficulties are there: I live far away, it takes two hours to travel here, and I have a small baby, so how can I manage all this and do online study at home. Except teaching, we have to do a lot of things like official duties like filling out forms like student details, (they can't tell anything specific), cleaning, conducting assemblies and	Should have to have a test for all teachers to categorise them and organise some courses to help them improve. Monthly workshops or meetings of teachers to help each other develop.	Working with children. Most of the pupils come from very poor families and we feel that we should help them.	Textbooks are sometimes boring because they can't understand them because they are too high level, if they can't understand, we have to make our own materials. Grade 5 in particular is difficult and not suitable for the students. The students are not up to the level of the books in the villages. Maybe ok for Colombo.
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											of our instructor s.	meetings , parent meetings , welfare work, taking care of neglected students.			
Ruman wella 3	7 5F,2 M 1xC 1 3xB 2 3xB 1	It's a nice change. It assesses all four skills and vocab and grammar . It's a balanced test. It was a good opportunity for us because we don't get the opportunity to do this. Using the new technology was a new experience.	I have done the sample test and a couple on online tests nothing formal. Never taken online test. NCE 55-65% Credit pass. Taken to test herself.	I think so. All yes.	This kind of survey should be done to get information about the English language teaching situation I SrL it is well constructed and will give a good representation of our education . A good chance for us tell things that we wanted to tell. Good opportunity for us.	Yes: My level is quite enough but I do hope to improve and go on to higher studies (wants to migrate and teach/study abroad) One year of service so I hope to do more exams and more process like this to help me improve my knowledge . We get enough knowledge , but not enough practice outside of	Pronunciation. I need to reduce my Sri Lankan accent. I need to be able to use the language confidently without any hesitation. Speaking. (3) Reading (1) All four skills (3)	Reading classical literature, listening to podcasts, Tedtalks, films. Listening to songs, participating in seminars and workshops in English, doing English camps	Yes: Need to be up to those standards. It is a must. They need to have different ways of how to use language to deal with children. Most A level student want English in their careers, not only in writing but also in speaking so teachers should be in a higher level to	Yes: But it depends on the areas of the language. Communicating confidently is important as well as accuracy especially in writing with cohesion and coherence. IELTS 5 It must be done. Minimum standard should be: High, upper intermediate. They don't have a way of talking about language proficiency .	Not much opportunity. Needs to change. Just the workshops and seminars. Very few.	Yes: no problem. Yes: Can't do it during school time. All have computers and internet connection. We can manage.	More chances to improve. More training. More opportunities from native speakers etc. Change the syllabus. Needs to have a logical grammatical base. Needs to be rethought. Books advance very quickly. There is little consultation on syllabus or exams with schools. Needs to be set as a	Results from children You can see the students change and there is a variety of activities.	Being part of an international community Better results More appreciation from authorities Positive reactions from students Recognition by society: promotion , rewards, financial and symbolic

						the classroom. We haven't enough opportunities to improve and out student level is very low. My students are poor in English so we have to use Sinhala, so my English is enough, but my English is decreasing because I can't use it.			teach them. We need to be above the level of teaching to further society. Parents want them to pass other subjects, not only English. They want just passes, so as long as it is good enough, it's fine. If English was a compulsory exam, things might be different.				compulsory exam and we should test speaking in higher classes.		
Muwanella 1	6 4F 2M 4xB 2 2xB 1	Good, thorough, long (general agreement)	NCE: 76/100 (speaking, writing and listening) distinction score (C) Once in five years	Yes (all)	Interesting. I wonder what the results will be!	F: sometimes I am happy because all children are with me they haven't (very slow stilted delivery)	All four skills (x2) Speaking (x2) Speaking Listening (x1). Writing (x1)	Newspapers, library, internet: watching lessons, grammar lessons, paragraphs, C: social media: groups of SL English	C-No: beginners are the ones that need to have a strong foundation. Upper grades	Yes: all	Sometimes we get seminars and methodology workshops conducted in English	All: yes No problems	Only writing ability is measured now. Testing listening and speaking would be better.	Seeing students achievements Being appreciated Getting certificates of	Previously increments were added for language improvement or additional language learning, but that

		<p>anyone can take it, we can volunteer and apply. Only advertised in newspapers. Not advertised through schools or education department.</p> <p>(Assistant Director of education accompanied me, she said she learned a lot. Bit when asked what, she focussed on the one teacher who had taken a national proficiency exam on her own volition and wondered why more</p>		<p>English track and lack of experience, poor participation. E: I would like to have more experience.</p> <p>D: I would like to improve my ability. It is difficult when the children don't have much experience.</p> <p>C: Happy, but I want to update knowledge. Using new technology. We are tied with the syllabuses and get them through the exam but we are not teaching them fluency. We just prepare</p>	<p>teachers group only.</p>	<p>are easier to handle, so it doesn't matter your proficiency level. Only two teachers here are B2, the others are A2-B1. B: All teachers should get higher teachers knowledge. Teachers should be able to update their knowledge to that level.</p>	<p>But not often. It would be good to have more.</p>		<p>This would make teachers improve their own listening and speaking. In our school English starts from grade 3, in urban schools it starts in grade 1.. I think this is better. Update knowledge, use online testing. Conduct seminars and workshops so we can improve our knowledge.</p> <p>Textbooks are OK for the exams, grades 10/11 are not based on the exam, if</p>	<p>successful learning Good pass rates for students</p>	<p>has gone, perhaps that would be useful now.</p> <p>Awards ceremonies (used to happen, but don't happen any more)</p>
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			teachers couldn't be like her. Most teachers complain to authorities but she was different. They complain about methodology workshops, but mostly they don't use group or pair work)			them for exams not teach them English. Number of children in class (more than 40) is an issue. Also they are not separated. Sometime s there are two or three classes in one hall that are not physically separated. B: Happy with it but would like to learn more. A: Happy but would like to improve and have better facilities.						they study the textbook, they can't do the exams. At higher grade levels they are next to usefulness . Too many of the lessons are too difficult for students in rural areas who have poor English knowledge. Don't get a chance to use English at home, only at school. No English background/ support at home. No one to help them at home. Another problem is when they come to grade 10 and 11,		
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													they neglect English because they focus on maths. If English was a compulsory subject for A-level progression they would be more likely to learn. Maths is, but English isn't, so maths and Sinhala are compulsory.		
Muwanella 2	4F 1xB 2 3xB 1	It was quite hard	1996: government test (proficiency of English test) 3 never done one	We trust it	Very long	Managing generally: we can manage our syllabus. 3/4 say they are not satisfied. Other one 'can manage' but 'wants to improve'.	Speaking x1 Four skills (general agreement) Writing x1	A: Use internet: listening and reading e-books and newspapers, Lion's club, facebook, viber, whatsapp (teachers groups exist) B: Read newspapers, browse internet, storybooks no SM C: internet: research	2 x no, 1 depends. IN rural areas, students are lower level so anyone can teach them. In urban areas, they have to be more sure of their level as they	All agree. We need to recognise our knowledge and know how to update it.	A: English teacher clubs B: Training for teachers (there is nothing new in current trainings: our trainers need to be trained more. Our trainers	Yes. We need more support to access the internet. More availability would be useful. Vouchers, or easy payment (tax free for teachers), instalment plans.	Proper well qualified resource persons With them a training programme to guide us International collaborations. The local support delivers the same thing over and over	Teaching students well	Having more freedom to teach the students: we are told off if we don't teach the textbooks. For O-level students, we can select materials, but not for the others.

								<p>activities for class, newspapers and magazines, facebook and viber</p> <p>D: internet, videos, lessons from websites, facebook (also teachers clubs on FB)</p>	<p>wouldn't be able to manage there. Methodology is more important than ability. It depends on the level of the students.</p> <p>. It is better to have a good knowledge at all levels. All teachers need to be well equipped.</p> <p>.</p>		<p>don't speak English well. Our resource people are not well trained and don't speak English well. The resource people also don't know how to facilitate the teachers. They use harsh words and don't know how to make a good relationship. Little freedom to express our own ideas.)</p> <p>Workshops by British council would be good.</p>	<p>More support for external access. Less clerical work outside of school.</p>	<p>again and we get nothing. It is a waste of time. Course fees are too expensive, that needs to be subsidised.</p> <p>. English clubs for teachers</p> <p>Clear measures (of language ability)</p>		<p>Better materials: not suitable level. They are all mixed up in terms of difficulty. They need a complete overhaul. They are not integrated and there is no connection between them or clear grading. Grammar lessons are not in any logical order. Oral test in O-levels should be implemented. Yearly test for English teacher proficiency. This will encourage teachers and motivate them to learn more.</p>
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															Lack of opportunity is our only problem. International teacher interaction opportunities: online, exchange programmes, etc.
Muwanella 3	6 (4F, 2M) 1xC 1, 1xB 2, 4xB 1	It is a long need felt. It is reliable and sustainable. Can see the questions have been arranged from simple to complex. It was well organised.	I have never taken a test like that before. Online and not paper-based.	Yes, it was good. I am really looking forward to getting the results. I have never done one before. No: it is the first time we have done an online test so maybe we made mistakes. We found it difficult:	Very helpful to develop myself. Helped me think about my own English language ability and really made me think about the state of teaching in Sri Lanka. Questions were suitable questions for the teaching career. It was clearly based on the	We can always improve (general agreement)	Speaking (x4) Writing (x2)	Watch a lot of English TV series and use subtitles. It's the best way to pick up modern English language. I sometimes use internet to find things out.	Yes (general agreement)	Yes (general agreement)	Zonal and provincial education centres sometimes conduct workshops on methodology but not on language. On one 10-day programme, we did get language improvement but not much. They are good for developing our career, but more actual language	Yes. Everyone I have internet access at home and have no problems accessing. Everyone does.	We need more language proficiency courses. We need to improve speaking levels. Improve language learning system and methodology. Exam system needs to include listening and speaking. Only this will change the situation. O levels	Mum and Dad were teachers. How students treat teachers is important. Seeing children learn Social studies and vacations Student satisfaction. My teachers motivated me	Seeing my students improve more and getting a better place in society. Appreciation: Award ceremony Opportunity to do higher studies from foreign universities like Hyderabad. (only two batches went) New materials: the textbooks have a difficult approach

				the technology side was a problem. Better if we can do practice tests beforehand.	education system of Sri Lanka.						development would be useful. The frame is very limited. Only people with money can access English classes through the private school system and only richer people can do masters and PhDs. Many training programmes are focussed on Western provinces. We are neglected. Kandy and Colombo get all the resources.		and A levels are better than national exam system. SO changing the system will change the teachers. Take a long term view. Base English language teaching on the learners background, not their age. Use Sinhala Give regular training and access to language improvement courses. IT-based training would be useful. If the opportunity is there, we can take		for remote students, urban students can do it because they have a higher level, the textbooks are not written with our students in mind., need more supplementary texts, guidance on public speaking
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