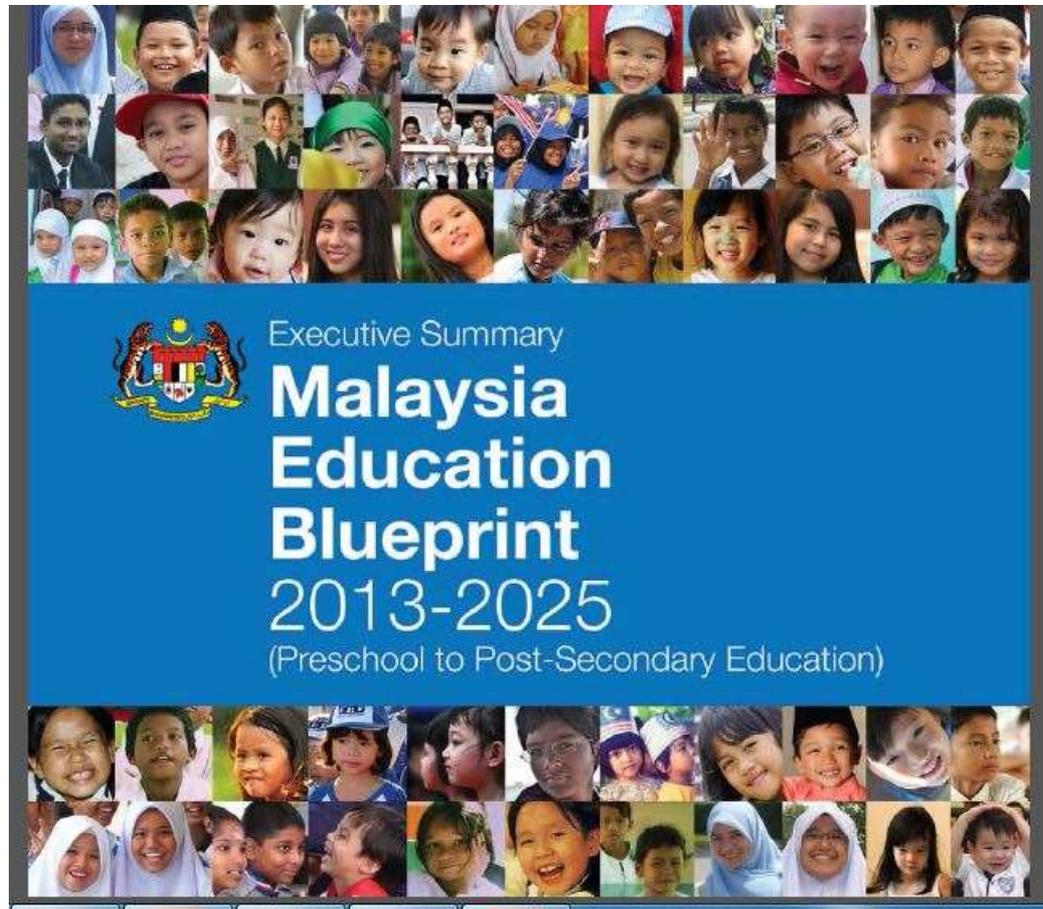


Improving English teacher's proficiency; effective baselines and positive backwash

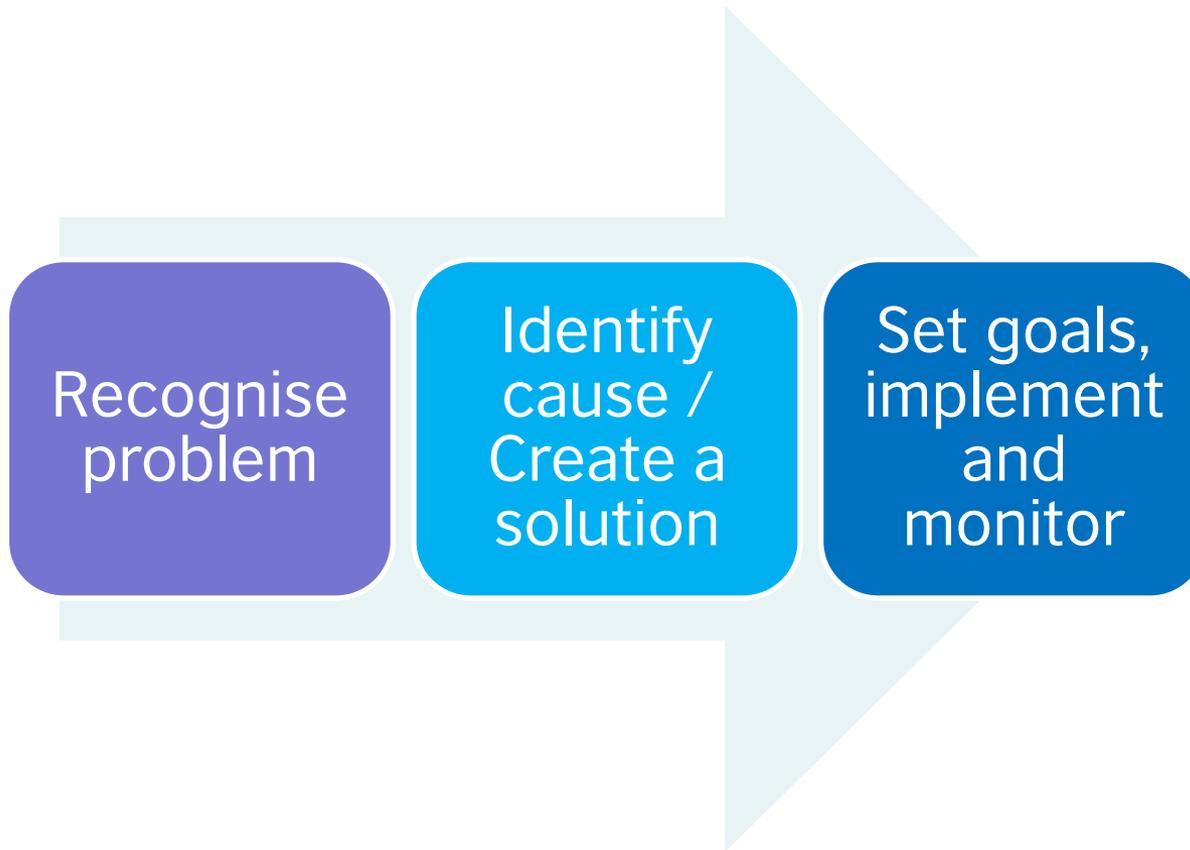
Malaysia – a case study

Keith O'Hare

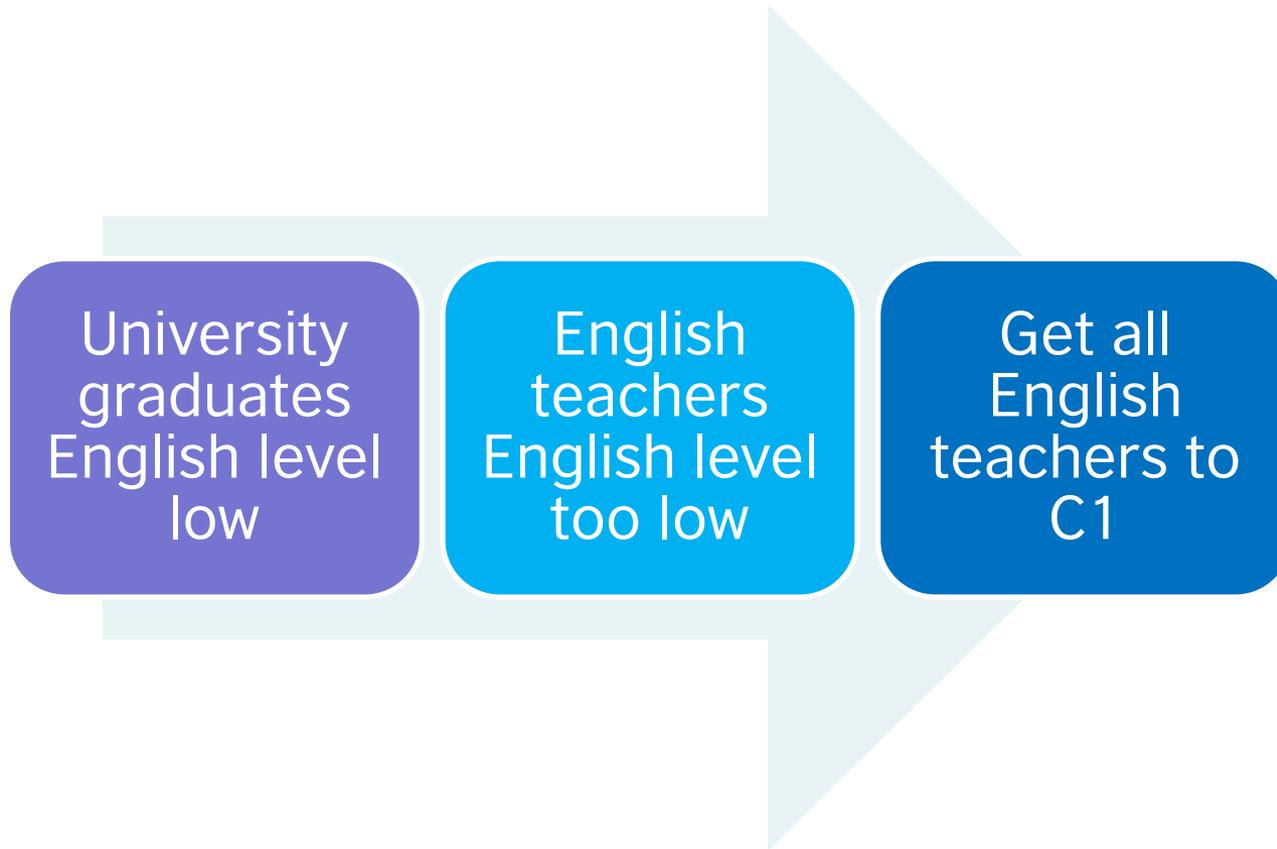
Context in Malaysia



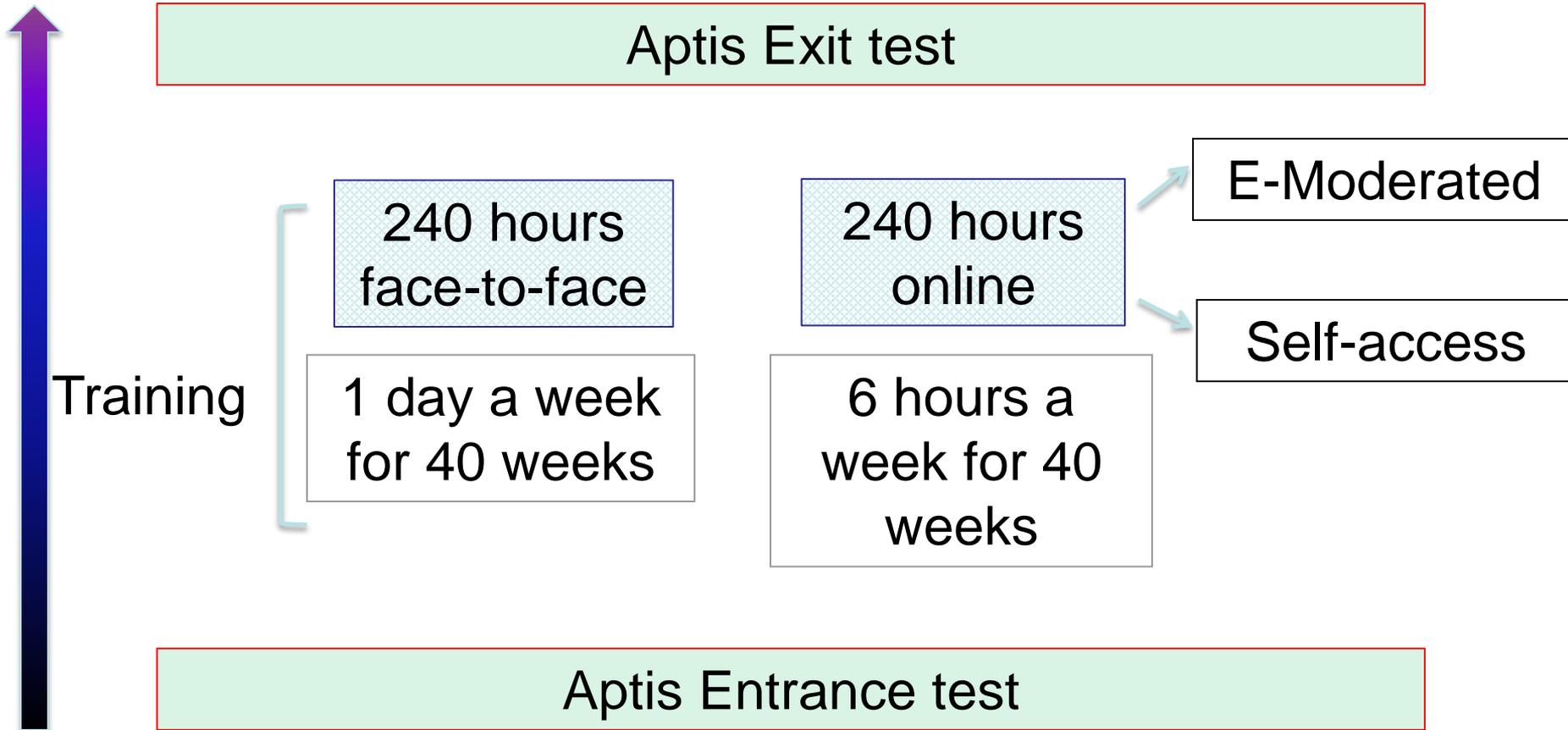
Context in Malaysia



Context of English in Malaysia



Professional Upskilling (Pro-ELT) project



Pro-ELT project

Aptis as Entrance test

- Tests **speaking** and **writing** as well as reading and listening
- Rich data with breakdown of ability in each of the 4 skills (can inform learning plans)

Pro-ELT project

The Curriculum

- Language focus + methodology (motivation)
- Blended approach
 - flexibility for adult learners
 - optimum use of affordances

Affordances

Face to Face

- Build trust
- Paralinguistic features

Online

- Control own pace
- Rich variety of content, context and discourse

Pro-ELT project

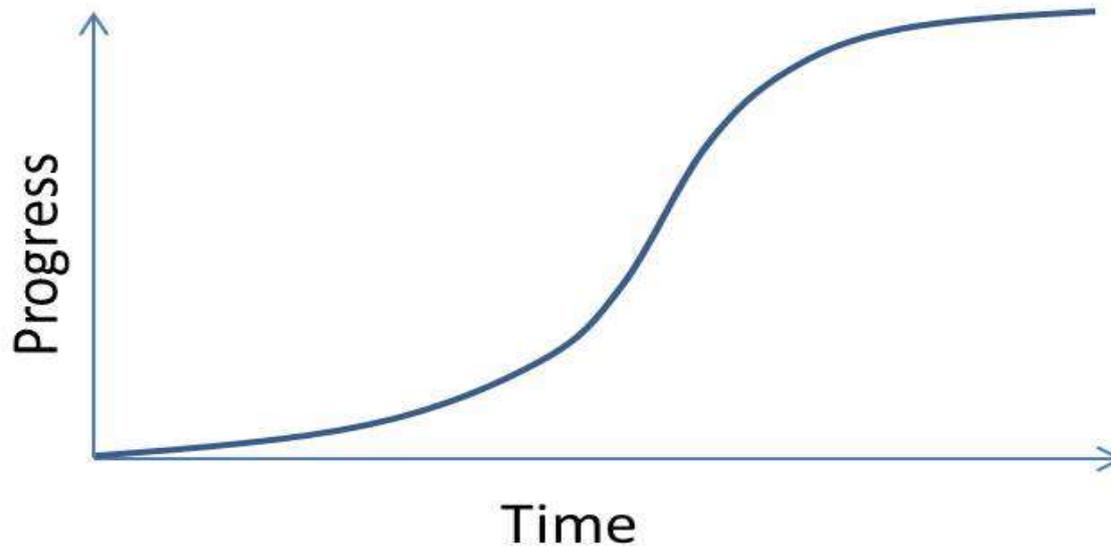
Aptis as Exit test

- Positive Wash back (communication skills)
- Standardised data to inform next steps

Lessons Learnt

Challenge of moving from B2 to C1

- Intermediate 'plateau' (*Richards, 2008*)



Lessons Learnt

Challenge of moving from B2 to C1

- Not all skills at same level

Li	Re	Wr	Sp
C1			
	B2		
		B1	B1

**Overall
Score
B2**

Lessons Learnt

Challenge of moving from B2 to C1

- Not all skills at same level

Li	Re	Wr	Sp
C1			
	B2	B2	B2

**Overall
Score
B2**

Lessons Learnt

- Getting entrance test data early enough
- Just enough test familiarisation
- Ensuring standardised conditions of test implementation (ensure reliable data)

Conclusions

- We trained 14,000 teachers countrywide
- All teachers made progress
- 89% of B1s moved up to B2
- 42% of B2s moved up to C1
- MoE got solid data on progress and state of teacher's English proficiency
- A system for on-going training had been set up

Thank you!

Questions and answers