Studies in Teacher LAL

Theory-driven models:

Empirically-driven models:

British Council China: Teaching Activities

- One-day training course on each of the skills assessed in IELTS
- Embedded training course focused on understanding the test and its format
- Workshops with practical classroom ideas and synthesises of relevant literature
- Support notes identifying test formats, criteria, and assessment
- 73 teacher training events since 2014; 1564 participants attended the events

The Participants

- Taken IELTS
  - Yes: 54%
  - No: 46%
- Preparing for IELTS
  - Yes: 72%
  - No: 28%
- Preparation experience (years)
  - 1-2 years: 31%
  - 3-5 years: 37%
  - More than 5 years: 26%
- 55 participants; 4 workshops – Beijing, Xian, Nanjing, Shanghai

The Questionnaire

- Test delivery: 78%
- Test content: 85%
- Test construct: 85%
- Test administration: 85%
- Test recognition: 85%
- Teaching methodology for test preparation: 85%
- Test-taking strategies: 85%
- Students’ learning styles: 85%
- Placement/diagnostic testing: 85%
- Cross-cultural communication skills: 85%

What actions do you take that could influence the outcome of the learning process?

Positive Influences
- Clear understanding of the test
- Teachers’ own experience of the test
- Enthusiasm and motivation
- Differentiation instruction
- Timely delivery
- Objective assessment
- Charming personally

Negative Influences
- Little knowledge about the test
- Provide incorrect information about the test
- Little experience
- Lack of proficiency
- Put high pressure on students
- No passion

What information/knowledge do you need to positively influence the outcome of the learning and testing process?

- Test construct and requirements
- Assessment criteria and band descriptors
- Test administration
- Test recognition
- Teaching methodology for test preparation
- Test-taking strategies
- Students’ learning styles
- Placement/diagnostic testing
- Cross-cultural communication skills

What makes IELTS a good test?

Teacher LAL Needs – Teacher LAL Profile

Test validity-driven approach to understanding the LAL needs of specific language assessment stakeholders in order to build group-specific profiles that generate targeted LAL development programmes

- Examining what the stakeholder needs to have a positive effect on test validity
- Determining what the stakeholder needs to have a positive effect on test validity
- How current working models to understand the construct of LAL as it applies to the various stakeholders
- Determining what the stakeholder needs to have a positive effect on test validity
- China’s highly teacher-led teaching environment
- Conceptualises how to measure training from a LAL profile for Chinese teachers of EFL

Directions for further research:

- Gather more LAL data from teachers across a range of educational institutions to refine the findings
- Conduct teacher focus groups to discuss the questionnaires’ and awareness-raising activity findings
- Finalise assessment literacy profile for English teachers preparing Chinese students for overseas study
- Investigate the gap between teachers’ current and desired LAL
- Design training programme and training tools to address the gap

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