

# *ELTEACH* IMPLEMENTATION REPORT

BEIJING NORMAL UNIVERSITY

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## Front Cover:

Beijing central business unit

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# 1

## Challenge and Program Selection

**Students enrolled at four-year programs at Beijing Normal University (BNU) who wish to become teachers of English in public schools in China upon graduation are fortunate to enjoy rich variety in their curriculum and programs of study.**

These include English language development through an advanced level, translation and interpretation training, language teaching methodology, and internships in which they are placed in schools to gain valuable practice in the classroom under the mentorship of existing teachers and their professors.

An additional option for these teachers is to take professional development courses in English, and to obtain an international certificate relevant to their future career. One such program is the *ELTeach: Professional Knowledge for ELT* program, which was developed jointly by National Geographic Learning and Educational Testing Service.

In 2012, this program was piloted extensively with over 2,200 pre- and in-service teachers in China, and has now been implemented successfully in over 20 municipalities and districts across the country, in 11 provinces to date. In late 2015, the *ELTeach* program received the endorsement from Professor Chen Xiaotang and other notable thought-leaders in Chinese English education from BNU and other leading organizations.

The *ELTeach* program was selected for 40 pre-service teachers to take during the internship stage of the program, which was ideal in that it enabled the student teachers to continue their formal study at a time that they were also engaged in practical classroom experience. This program was managed by Professor Chen Zehang from BNU.

# 2

## Implementation

The program was implemented in late autumn 2015, and culminated in the student teachers sitting for the *Test of Professional Knowledge for ELT (TPK™ Assessment)* in March 2016.

The teachers received an orientation for the program by their professor, Ms. Chen Zehang, and studied independently for the duration of the program. In March 2016, the student teachers took the *TPK™* Assessment at a facility at BNU, and received their certificates and score reports approximately one month after this date.

The content in the program is arranged as follows:

Domain	Learning Materials	Assessment	Outcome
Language Teaching Methodology <i>Professional Knowledge for ELT</i>	-9 sections, estimated at 30-40 hours  -Foundations of Language Learning and Teaching  -Essentials of English -How to teach reading, writing, speaking, listening, vocabulary and grammar	<i>TPK™</i> Assessment (1.5 hours)	Certificate, Score, and Summary Reports

# 3

## Results

Of the 40 student teachers who enrolled in the ELTeach program, 36 completed the program through the assessment, with an overall program completion rate of 90%.

The level of engagement with the course was also very good. The student teachers spent an average of 20.2 hours on program content, and completed an average of 91% of program content.

Performance on the *TPK™* Assessment itself was also very high, with 83% of student teachers placing into Band 3 in the assessment, the highest band. 13% placed into Band 2, and 4% placed into Band 1.

Each student teacher received a score report, which provides them with valuable personalized feedback on their grasp of foundational knowledge and core teaching practice, as well as a measurement of the knowledge obtained in the program through their band placement.

Their coverage of program content was also analyzed. According to the score report, 51% of their time was spent on core teaching practice, 37% on foundational knowledge, and 12% on language knowledge.

Band	1	2	3
<i>TPK™</i>	4%	13%	83%

Figure 1: Band scores on *TPK™* Assessment.

**“*ELTeach* is connected closely with classroom learning. The interface is easy to control. The program really considers not only the theory of teaching, but the actual work of the teacher.”**

**– program participant**

Professor Chen, in reflecting on the best time for pre-service teachers to take a program such as this, stated: “I think it would be helpful for the 4th year students to learn *ELTeach* during their internships, because they'll be away from the university, and can come across new challenges. This course will offer great help.”

**“I am grateful that BNU gave us the chance to learn from *ELTeach*.**

**In this study, I learned more English teaching methods. It’s really helpful for my teaching. *ELTeach* gave me some enlightenment, and it will work well for my future teaching.”**

**– program participant**

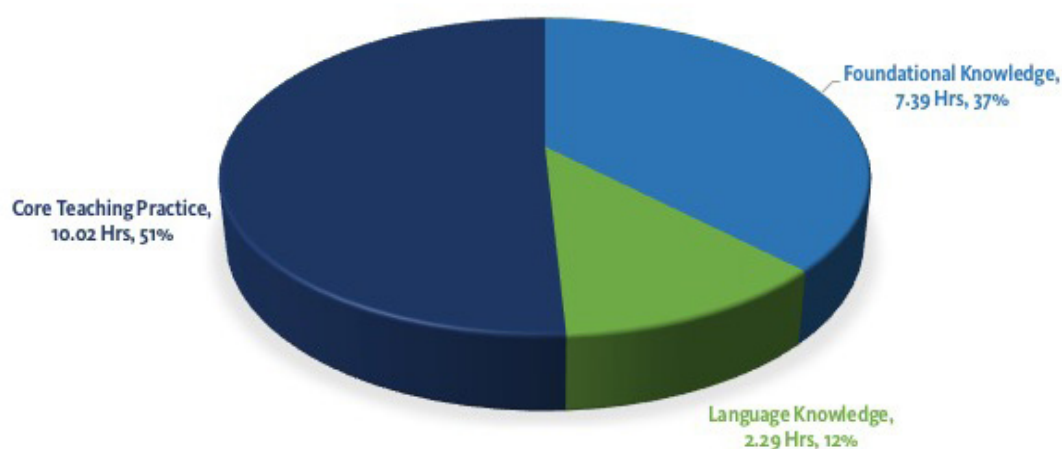


Figure 2: Average time teachers spent on each section of the *Professional Knowledge for ELT* course.

# 4

## Next Steps

**In August of 2016, Professor Chen Zehang and Mr. Steve King from National Geographic Learning presented the results of this implementation at a conference for teacher training universities at North East Normal University in Changchun, Jilin Province.**

It is felt that ELTeach is ideal for fourth year pre-service teachers who would benefit from maintaining formal study during the internship phase of their course of study, and also benefit from obtaining an international certificate recognizing their professional development efforts. It is hoped that this program can be offered to more teacher training universities and colleges across China in the coming years.





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