

**Stakeholder Roundtable: English and School Education in
Ukraine**

English Educator Study

Jamie Dunlea, Senior Research and Manager

Warsaw, 7-8 November 2023

The team: multi-disciplinary and extensive

British Council

- **David Akast** | Manager, Global Projects and Partnership Programmes
- **Jamie Dunlea** | Manager & Senior Researcher, Assessment Research Group
- **Karen Dunn** | Senior Researcher, Assessment Research Group
- **Joseph Field** | Head of English and Empowerment
- **Leigh Gibson** | Country Director, Ukraine
- **Caspar Mays** | English Programmes Lead, Wider Europe
- **Mark O'Sullivan** | Manager, Product Enhancement and Integration
- **Nicholas Thomas** | (formerly) Country Director, Ukraine
- **Zhanna Sevastianova** | Head of English Programmes, British Council Ukraine
- **Irina Umbetaliyeva** | Head of Business Development, British Council Ukraine
- **Antoaneta Yordanova** | Global Commercial Development Manager

Specialist sampling experts

- The **Australian Council for Educational Research**

MES & MDT

- **Oksana Kovalenko** | Ministry of Education and Science of Ukraine
- **Tetiana Prykhodko** | Ministry of Digital Transformation of Ukraine.

Methodology

Purpose:

- to respond to Ukrainian government's request for support for the Future Perfect programme for English language development
- Part of a programme of collaboration mapped out in a Letter of Intent signed by The Ministry of Digital Transformation of Ukraine (MDT), the Ministry of Education and Science of Ukraine (MES) and the British Council.
- Focus on teachers of English in the formal education system as that professional group will play a key role in language policy implementation and achieving the goals of the *Future Perfect* project

Goals

Evaluating the English language proficiency of teachers across Ukraine.

Understanding teachers' views on teaching English, the ability to deliver online English language lessons, as well as identify future training needs to support these areas.

Methodology



Use sampling methodology that ensure targeted samples can provide powerful data-driven insights without requiring large numbers of participants.

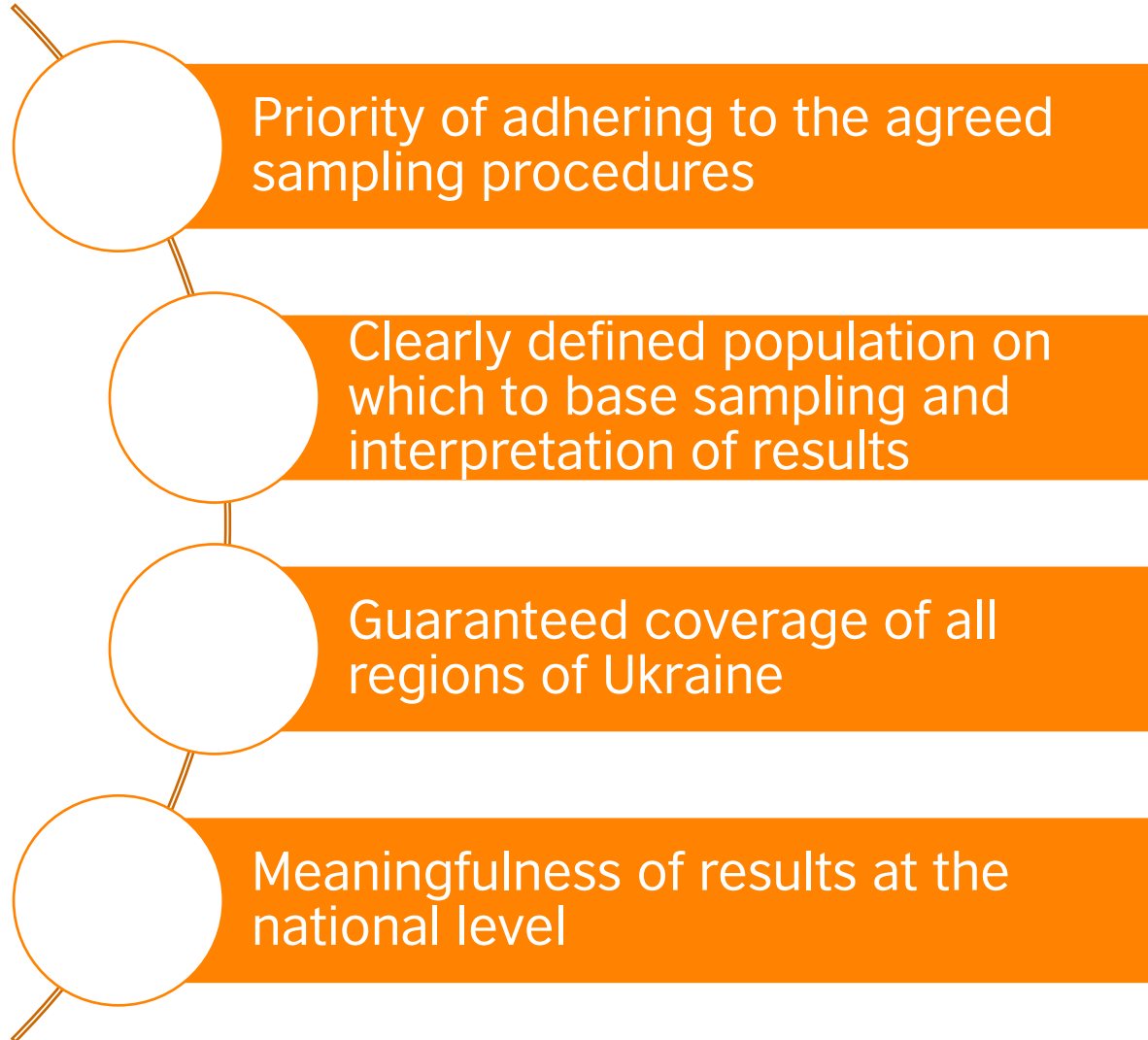


Employ international approaches to sampling employed in well-known international surveys of student academic ability such as PISA (the Programme for International Student Assessment) TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study).



Rigorous design to ensure that the participants are representative of the population about which we want to make meaningful inferences.

Methodology



Sample population:
teachers of English, who in 2022/23 academic year were teaching a grade 8 English class

Two stages:
Selection of schools
Selection of teachers

Coverage
24 regions + city of Kyiv, urban/rural locations, various types of schools

Instruments for data collection

English language proficiency

Aptis testing systems

Online monitoring of a candidate's actions during testing using AI.

Delivery across Ukraine.

Numerical score (from 0 to 50) +
Proficiency level (from A1 to C) on the
CEFR scale.

All four skills – listening, reading, writing,
speaking

Assessment by teachers of
their own professional
experience and learning needs

Questionnaire

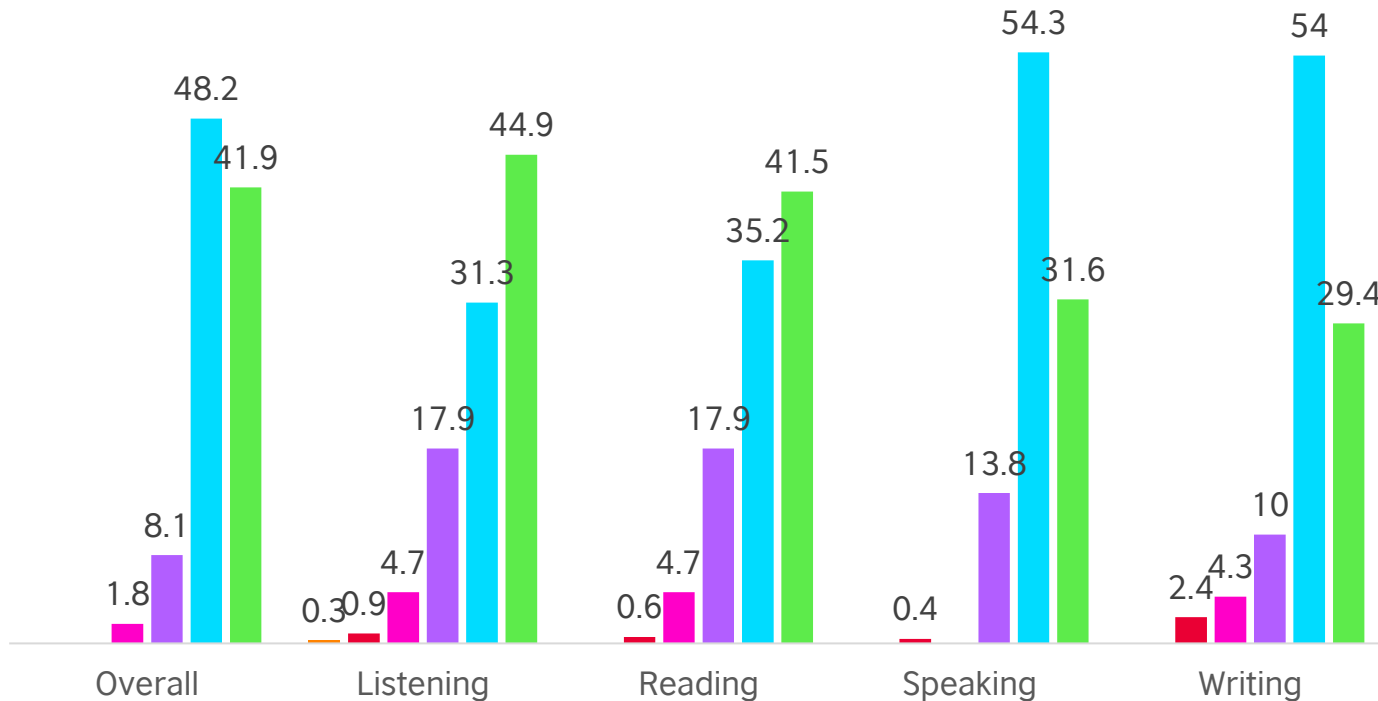
Demographic data, context, and
environment.

Motivation, competence, and
teachers' attitudes towards
teaching. Professional
development and learning needs

Research results: testing

English language proficiency

■ A0 ■ A1 ■ A2 ■ B1 ■ B2 ■ C



High level of English proficiency on the CEFR scale:

90.1% of teachers demonstrated a B2 or C level.

There is a certain difference between productive and receptive skills.

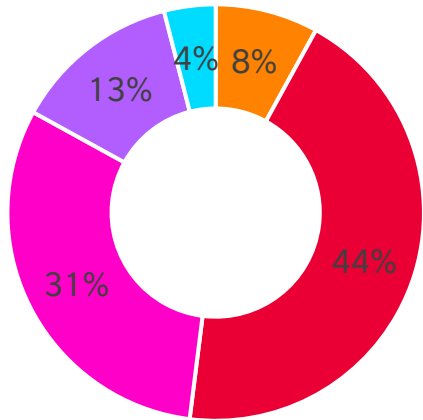
Conclusion: Teachers included in the target group of this study have a strong foundation in English language proficiency, thus demonstrating a high level of subject knowledge.

The B2 level is widely recognized as the standard for proficiency in a foreign language, ensuring effective functioning in educational and professional environments.

Research results: testing + questionnaire

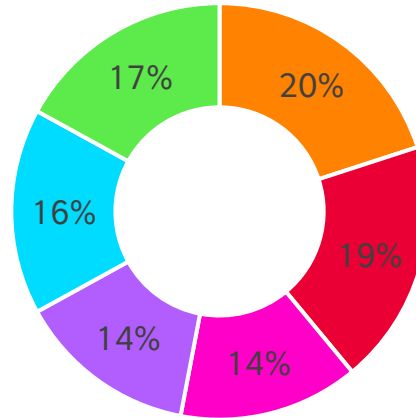
Age

20 30 40 50 60+



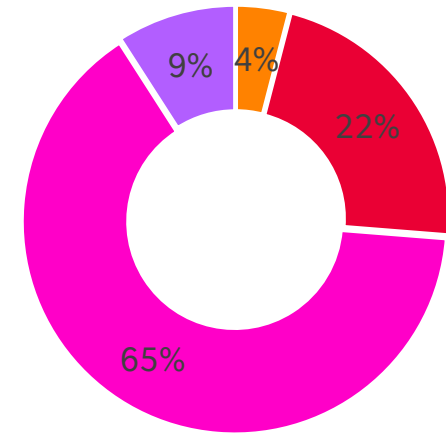
Years of working at school

1-5 6-10 11-15 16-20 21-25 25+



Education

Bachelor Master Specialist Other



- The sampling approach allowed for comparisons of test scores between groups
- Differences between groups are statistically insignificant, except for teachers in urban and rural schools.
- However, the average scores of teachers in rural areas remain high and exceed the threshold level of B2.

Survey Results: Motivation, Competence, and Teachers' Attitudes towards Teaching

High motivation and competence of English teachers

Teachers have confidence in their ability to teach online in current circumstances

Environment and Its Impact

There is a moderate to strong correlation between the learning environment in which a teacher works and their competence and motivation. Availability of resources and support plays a crucial role in creating a conducive learning environment.

Strong correlation between motivation and competence:

Teachers with a high level of competence more often demonstrate a high level of motivation.

Confidence in their skills has a positive association with motivation and positive teacher-student interaction.

Technical Competence and Online Teaching

Technical competence differs from general teaching competence.

The technical skills of teachers strongly associated with their attitude towards online teaching.

Research results: Teacher training needs

77%

of respondents conduct teaching in a blended or fully online format.

Over 50%

of teachers have received training in online teaching.

More than 90%

of teachers rated the training they received as “effective.”

Across a range of training areas,

54% to 72%

of surveyed teachers feel the need for further training, especially in the field of digital technologies, such as:

- Using group activities in online teaching.
- Effective methods of on-line assessment
- Creating a digital portfolio

Recommendations

Building a strong communication model to support communication with and among schools and teachers

- Development and improvement of communication channels with and among teachers
- Facilitating peer interaction through professional teacher groups
- Creation of an online community of practicing teachers for sharing ideas, knowledge, and practices
- Establishment of web platforms for resource and material exchange among teachers
- Participation in local and international professional associations

Carrying out a technical audit of platforms and tools that can support the delivery of the program aims

- Identify platforms, applications and online tools for online teaching and assessment, for support of information and experience exchange among teachers

Designing targeted online training programmes and materials for specific areas of technical capability and online teaching delivery identified as a high priority

- Analysis of the existing gaps in teachers' access to digital tools
- Development of a strategy to ensure standardized technical infrastructure accessible to teachers in both urban and rural areas
- Resource sharing, identifying useful platforms for exchange

Building stronger capability in the areas of online assessment and evaluation

- Development of understanding and competence in online assessment
- Expand the understanding of assessment beyond language tests, including other methods of providing feedback to students
- Incorporate online assessment into the planning of the program's further strategy and implementation
- Analysis and audit of technical platforms for assessment
- Data collection for ongoing research and evaluation