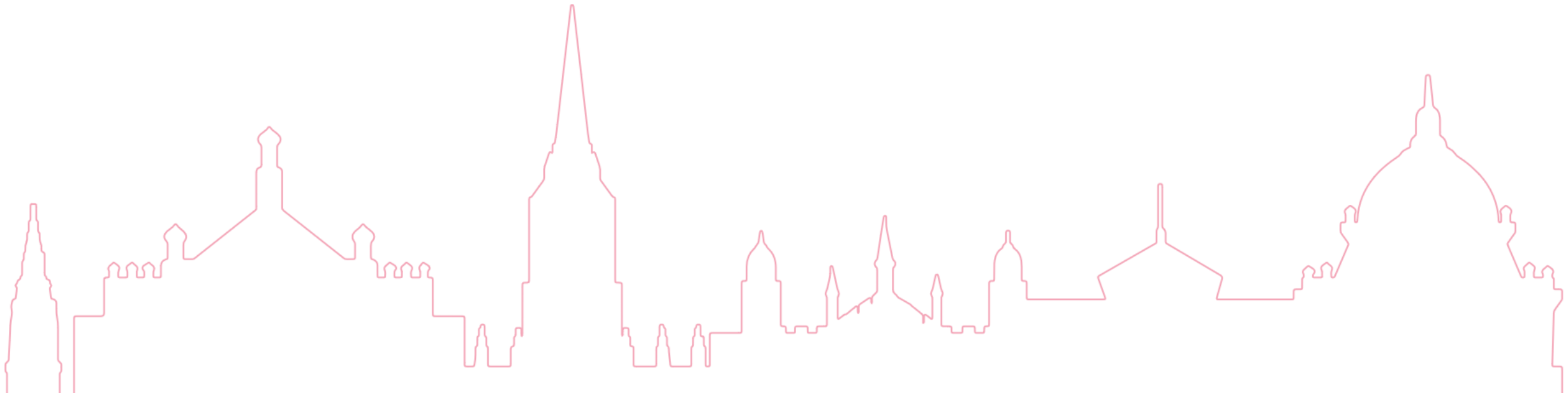


Welcome to Oxford University Press



ABMES Agenda

10.00-10.10 Welcome to OUP (Naomi Moir)

10.10-10.20 The importance of Transition Skills in Higher Education (Naomi Moir)

10.20-10.40 Develop Effective Communicators for the Future (Ritchie Mehta)

10.40-11.00 – Assessing Future Ready ELT Skills in Higher Education (Andrew Nye)

11.00-11.20 – Break

11.20- 11.50 – Q&A Panel

11.50-12.00 – Close and Thank You





Oxford University Press (OUP)
has a rich history which can be
traced back to the 15th Century.



- For over 500 years, we've been pushing the boundaries of education and research.
- We make progress possible – whether that's a child reading their first words, or a researcher making their latest discovery.

$$F = G \frac{m_1 m_2}{d^2}$$

$$\phi(x) = \frac{1}{\sqrt{2\pi\sigma}} e^{-\frac{(x-\mu)^2}{2\sigma^2}}$$

$$i\hbar \frac{\partial}{\partial t} \psi = \hat{H} \psi$$


$$F - E + V = 2$$

English Language Teaching

$$\frac{\partial^2 u}{\partial t^2} = c^2 \frac{\partial^2 u}{\partial x^2}$$

$$\frac{df}{dt} = \lim_{h \rightarrow 0} \frac{f(t+h) - f(t)}{h}$$

Our learning materials are trusted by millions worldwide. Through everything we do, we bring together leaders, teachers, parents, students and individual learners.

- 
1. Curriculum Consultancy and Design
 2. Digital Services
 3. Professional Development
 4. Assessment
 5. Research and Development
 6. Marketing Support



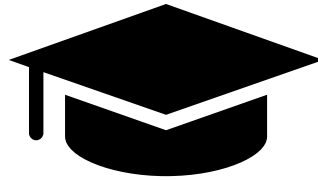
The importance of Transition Skills in Higher Education

Naomi Moir,
Director, Educational Solutions, ELT

Transitions are....



Personal

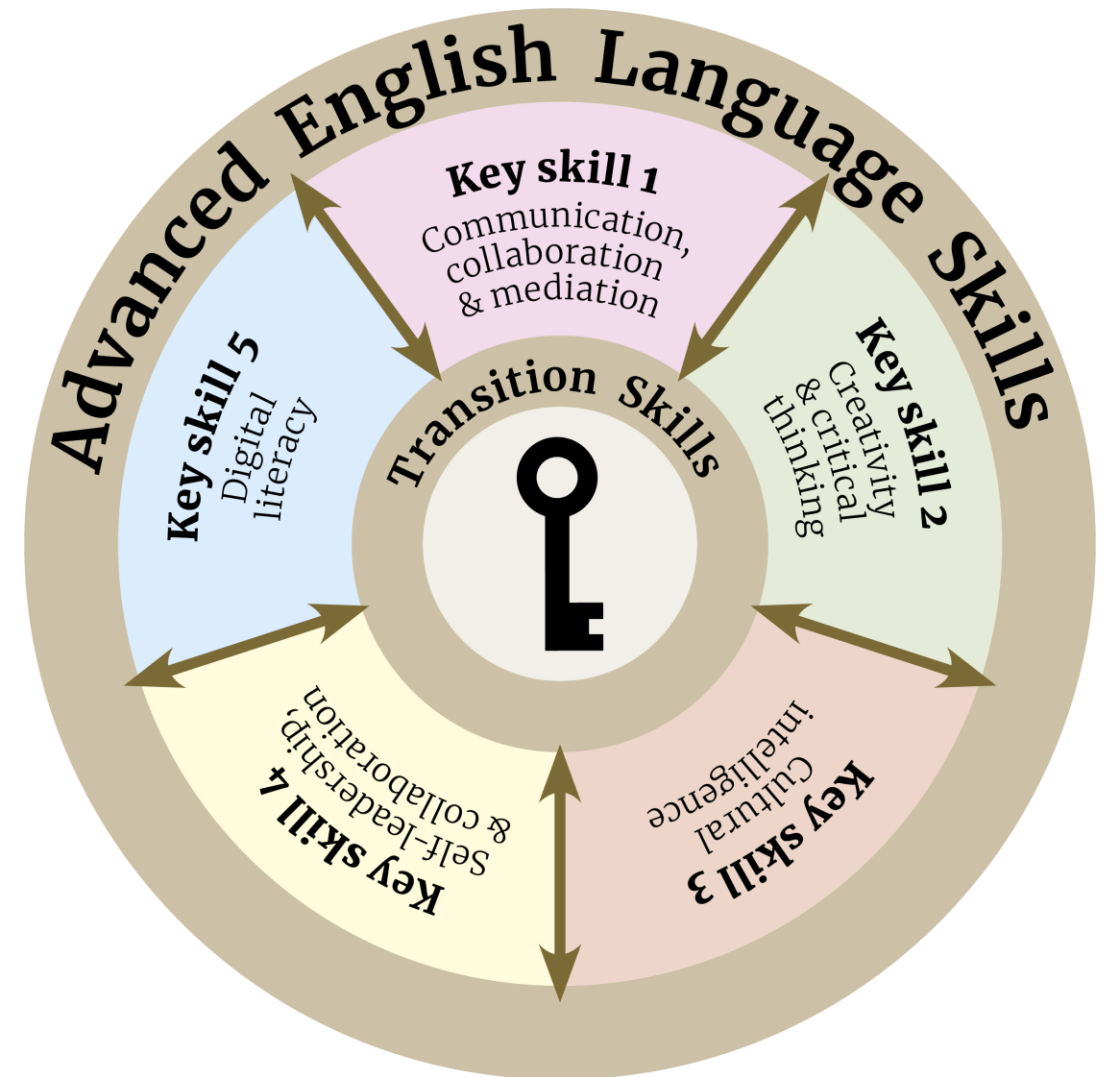


Academic

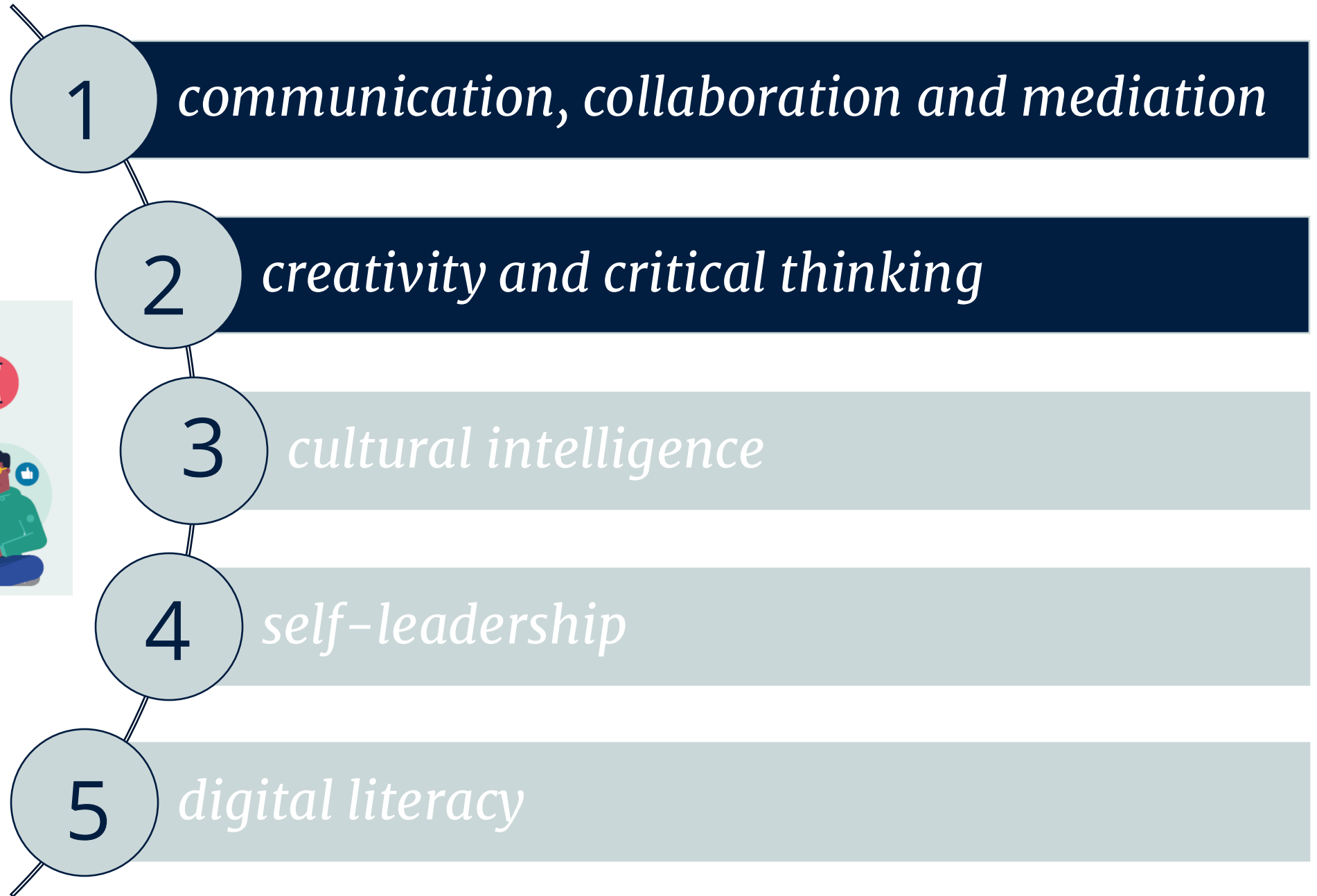


Professional

- **Communication, collaboration and mediation**
- **Creativity and critical thinking**
- **Cultural intelligence**
- **Self-leadership**
- **Digital literacy**













Higher education is a time of transition. That makes it perfect for developing transition skills which can empower students to successfully manage changes in their lives and the world around them.

Jennifer Schumm Fauster





Develop Effective Communicators for the Future

Ritchie Mehta, Strategy and Growth
Delivery Director, ELT

Sliding doors moment – The new generation of learners will require:

Technical knowledge to
face global challenges
and tech change

+

Soft skills to deal with
increase ambiguity and
resilience

+

Fluency and
communicative
proficiency in a global
world



“Technical skills and skills of
resilience and persuasion are
what people today should be
learning”
Sam Altman, CEO of Open AI



“English can truly transform your life,
it can significantly increase your
income”
Luis von Ahn, CEO of Duolingo

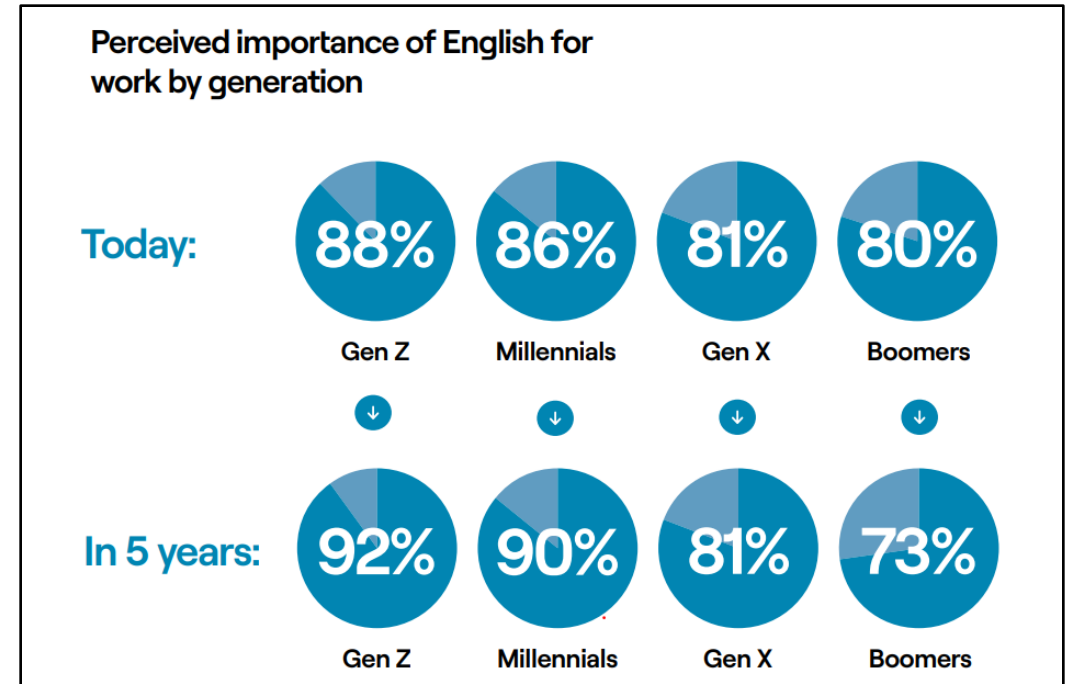
Target Audience Skills Gap

- 75% of employers report difficulty filling roles
- Talent shortage most acute (77%) in companies with a size of between 1k to 5k employees
- Out of top 20 countries indicating a talent shortage, only 2 are English speaking countries; have a hurdle of English
- Top gap is collaboration and teamwork; language use and nuance, interesting important
- 7.47 hours per week lost to poor communications



Eva Lopez
Learning and Development
Associate, Publicis Global
Delivery, Colombia

“Language training is critical for retaining a younger workforce.”



Younger generations, who are going to be in the workforce the longest, believe English proficiency is only going to become more important for work.

- According to a report by the International Association for Business Communication (IABC), it is estimated that **70% of errors** in organizations are **caused by communication problems**.



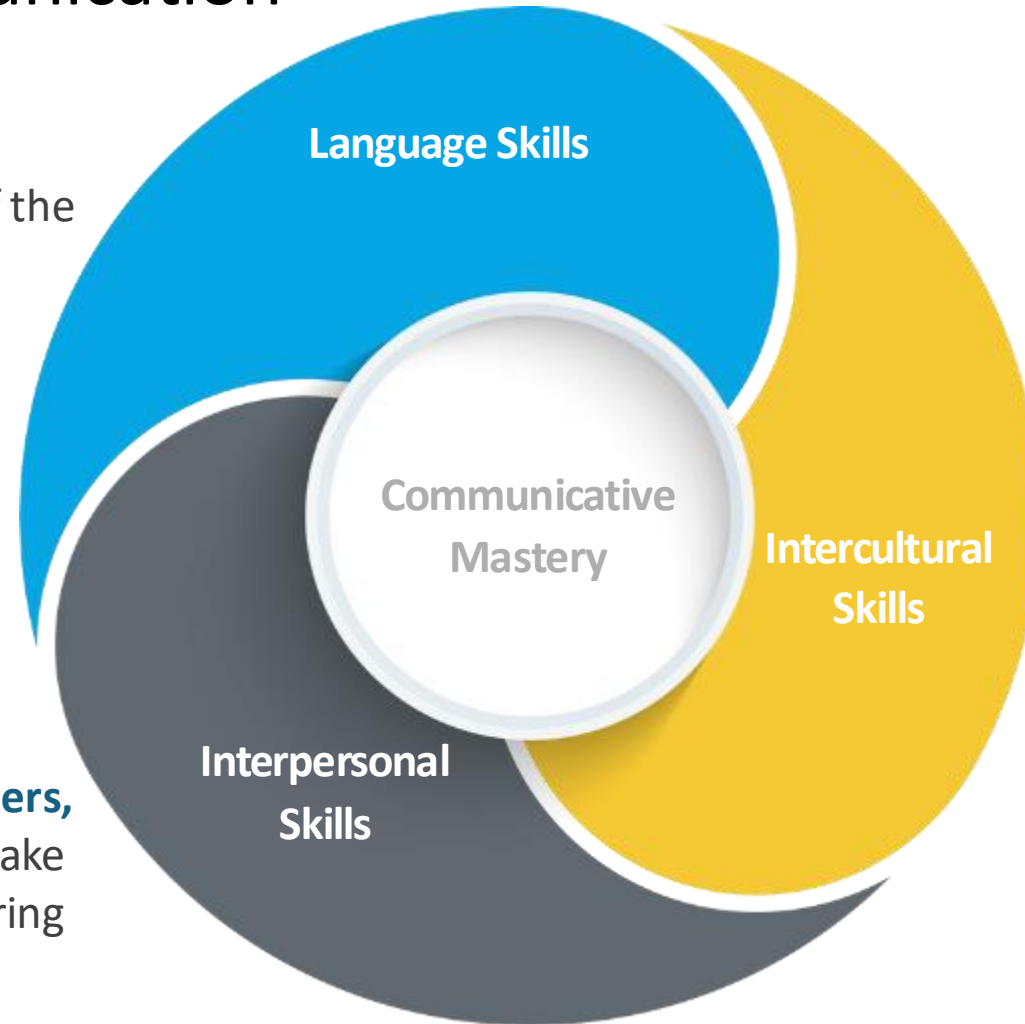


• How to develop effective communicators?

The 3 pillars of communication

Possess **the vocabulary and grammatical knowledge** to communicate in the language of the company and/or clients.

Learn to **interact with others, build relationships** and make decisions, always considering the desired results.



Understand cultural contexts and how they generate nuances and different meanings.

A **new mindset** is required for future success:

- **add value** beyond what can be done by automated systems and intelligent machines
- operate in a **digital** environment
- continually **adapt** to new ways of working and new occupations

McKinsey 2021



McKinsey Skills for Future Work

- Cognitive:
 - Critical thinking, Planning and ways of working, Communication, Mental flexibility
- Interpersonal
 - Mobilizing systems, Developing relationships, Teamwork effectiveness
- Self-leadership:
 - Self-awareness and self-management, Entrepreneurship, Goals achievement
- Digital:
 - Digital fluency and citizenship, Software use and development, Understanding digital systems



WEF Top 10 Skills 2023

1. Analytical thinking
2. Creative thinking
3. Resilience, flexibility and agility
4. Motivation and self-awareness
5. Curiosity and lifelong learning
6. Technological literacy
7. Dependability and attention to detail
8. Empathy and active listening
9. Leadership and social influence
10. Quality control



OUP Global Skills

- Communication and collaboration
- Creativity and critical thinking
- Intercultural competence and citizenship
- Emotional self-regulation and wellbeing
- Digital literacies

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Welcome to Aspire

A premium yet cost-effective English language training solution empowering organizations and their talent to communicate effectively in English, the lingua franca of business.



Target Audience: Adults, over 18 years old



Language Levels: CEFR: A1 – C1



Language Focus: English for the workplace



Type of English: International English

Developing and Empowering Great Communicators: Key Benefits of Aspire



Premium Training

Training of the highest quality
adjusted to work contexts.



Flexible Learning

Flexible, easy-to-follow programs
for learners and training
managers



International Credibility

Certificates of completion from a
globally recognized academic
institution.

Develop and Empower Great Communicators

The path:



Placement exam to evaluate the level of competence, based on CEFR standards

Interactive content for self-managed learning, anytime, anywhere, to guide and prepare students.

For students in tutor-led programs, real-time interactions to train the practical application of acquired skills and knowledge.

AI-powered fluency tools, live conversation practice, and flexible continuous learning review.

Final certification, endorsed by Oxford University Press

• Total Access to Information is a Resource

1. Allows students to progress at their own pace.
2. Learning and material must be accessible from anywhere.
3. Flexibility to integrate training into your schedules.
4. Brief is Excellent; Personalized Even More!



If you would like access to
Aspire, let me know!






Assessing Future Ready ELT Skills in Higher Education

Andrew Nye

Director, Assessment, ELT

The Oxford Test of English suite

| | | | | |
|--|---|---|----|--|
|  | OXFORD TEST OF ENGLISH | } | A2 | English proficiency test |
|  | OXFORD TEST OF ENGLISH <i>for Schools</i> | | B1 | Modular |
|  | OXFORD TEST OF ENGLISH <i>Advanced</i> | | B2 | Listening and Reading – Computer adaptive Speaking and Writing – Randomized |
| | | } | | CEFR aligned |
| | | | B2 | Endorsed and certified by the University of Oxford |
| | | | C1 | OTE Adv is recognized by the University |



Why Advanced?



- Oxford Test of English Test Centres requested a C1-level test

- Universities requested a test with a focus on skills required for academic success

Uni recruitment and academic staff split on English test satisfaction

Academic faculty at UK universities are more likely to be dissatisfied with the range of English language tests for prospective students than some of their colleagues, preliminary research has found.

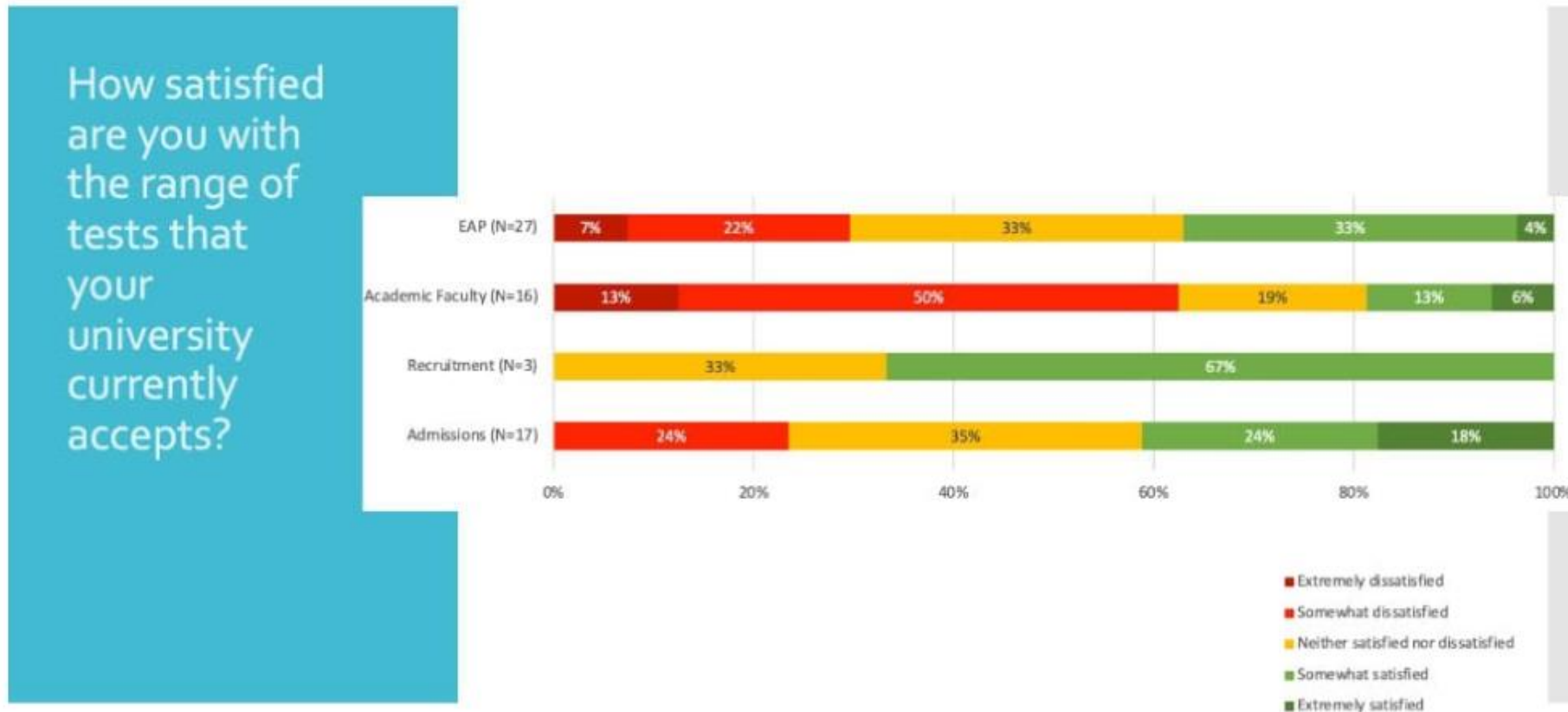


by Beth Kennedy

August 15 2024 

3 Min Read 

Staff working in recruitment were the most likely to have a positive view of the range of English language tests on offer



Key theme: Academic skills (not just language proficiency) are vital.

Test design principles

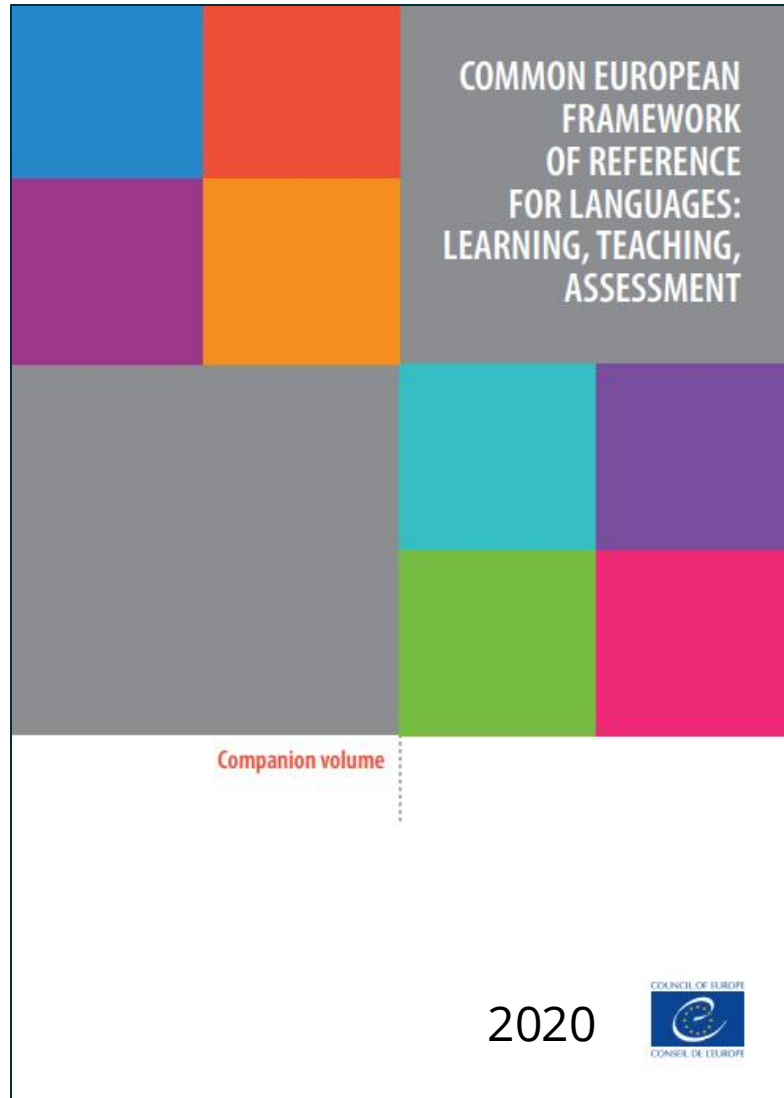


The CEFR Levels

Some of the instruments produced within the Council of Europe have played a decisive role in the teaching of so-called “foreign” languages by promoting methodological innovations and new approaches to designing teaching programmes, notably the development of a communicative approach.

They have facilitated a fresh approach to communicating these teaching methods in a manner potentially more conducive to operational appropriation of unknown languages. By thus identifying language needs, they were able to pinpoint the knowledge and know-how required for attaining this communication “threshold.”





- Updating and extending the CEFR
- adding descriptors for skills like mediation, interaction and integrated skills

Common European Framework of Reference (CEFR)

“Activities are presented under four modes of communication: reception, production, interaction and mediation”

“In addition to cross-linguistic mediation, it also encompasses mediation related to communication and learning as well as social and cultural mediation. This wider approach has been taken because ... mediation is increasingly seen as a part of all learning”

(CEFR Companion Volume, 2020)

Can **select relevant, detailed information** and **arguments** on **complex, abstract topics** from **multiple oral sources** (e.g. **lectures, podcasts, formal discussions and debates, interviews**), provided the delivery is at normal speed.

Part 3 - Summary

You are going to give a summary. You will have 50 seconds to give your summary.

Your tutor has asked you to summarize some research for your tutor group.

Listen to the two experts talking about talent. The two experts make the **same two main points**. You should:

- combine the information from the two experts and
- summarize the **two main points** the experts make.

You can make notes if you wish.

You now have 40 seconds to think about what you want to say.

Can **take notes selectively, paraphrasing and abbreviating successfully** to capture **abstract concepts** and **relationships** between **ideas**.

Can **follow extended discourse** even when it is **not clearly structured** and when **relationships are only implied and not signalled explicitly**.

Writing Part 2: Summary

You have 20 minutes to write a summary. Write 90-100 words.

You have been learning about an aspect of weather for a college course. You have read a textbook extract and attended a lecture and now your tutor has asked you to write a summary of the main ideas for your classmates to read.

Write one paragraph, combining information from the textbook extract and the lecture transcript to summarize the main ideas. Your summary should provide the reader with enough information to understand the main ideas from both texts.

Write full sentences, using your own words where possible. Do NOT write more than 100 words.

CEFR C1 descriptors

- Can summarise in writing long, complex texts, interpreting the content appropriately, provided that they can occasionally check the precise meaning of unusual, technical terms.
- Can summarise in writing a long and complex text (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.

Textbook extract

In our earlier case study showing how Storm Desmond affected the Lake District in December 2015, the record rainfall was caused by a slow-moving weather front passing over northern England. Weather fronts are the forces behind spells of bad weather in the UK, and they can be divided into three main types. When a warm air mass meets and rises over a cooler mass of air, this is called a warm front. Warm fronts are often followed by cold fronts, in which cold air replaces and pushes up warmer air. At some point, the cold front is likely to catch up with the warm front and this is known as an occluded front. Although the effects of weather fronts are rarely as severe as those seen in the Lake District in 2015, such extreme weather is occurring more frequently than it used to as a direct result of climate change.

Lecture transcript

'Have any of you ever wondered why British weather can change so much from one day to the next? Or even hour by hour? Well, we can blame the constantly changing nature of our weather on areas of high and low pressure, and by pressure I mean the force of the atmosphere on the earth's surface. Areas of low pressure are called depressions, and they bring with them the weather fronts which we are so familiar with in the form of dark clouds and sudden changes in wind and temperature. Of course, the weather isn't always poor here. We often have periods of hot, sunny weather in the summer, or cold days in the winter with clear bright skies – these much calmer conditions appear when an anti-cyclone, or area of high pressure, is nearby.'

Glossary

case study something you read about as an example of an idea or theory you are learning about

mass a large amount of something

spell a period when a particular type of weather lasts

| Part | Task | Skills | CEFR C1 level |
|----------------------------|---|---|---|
| Interview | Four questions various on everyday topics | <ul style="list-style-type: none"> giving information, advice, and descriptions expressing opinions, preferences, feelings, and attitudes narrating, comparing, hypothesizing, and speculating | <ul style="list-style-type: none"> Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. |
| Voice message | Responding to a situation requiring diplomacy | <ul style="list-style-type: none"> negotiating complex or sensitive transactions expressing disagreement diplomatically using persuasive language | <ul style="list-style-type: none"> Can formulate a diplomatic request Can make critical remarks or express disagreement diplomatically Can use persuasive language to suggest that parties in disagreement shift towards a new position. |
| Summary | Integrated task: Summarize and synthesize the main ideas expressed by two different speakers talking about the same topic | <ul style="list-style-type: none"> distinguishing main points and supporting detail structuring discourse synthesizing information | <ul style="list-style-type: none"> Can select relevant, detailed information and arguments on complex, abstract topics from multiple oral sources (e.g. lectures, podcasts, formal discussions and debates, interviews), provided the delivery is at normal speed. Can summarise clearly in well-structured speech the main points made in complex spoken and written texts in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts. |
| Debate | Put a case for or against a proposition using two or three of the ideas provided | <ul style="list-style-type: none"> developing an argument sustaining an argument concluding an argument | <ul style="list-style-type: none"> Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. |
| Follow-up questions | Four questions related to the debate | <ul style="list-style-type: none"> justifying opinions and attitudes speculating about the past or future describing experiences comparing and evaluating alternatives | <ul style="list-style-type: none"> Can participate fully in an interview ... expanding and developing the point being discussed fluently without any support. |

| Part | Task | Skills | CEFR C1 level |
|----------|---|---|---|
| 1 | <ul style="list-style-type: none"> • Five short monologues/dialogues • 3-option MCQ text options | <ul style="list-style-type: none"> • identifying gist and specific information • understanding attitude/feeling/opinion/implied meaning/rhetorical purpose (exemplification, comparison, exaggeration) | <ul style="list-style-type: none"> • Can understand a wide range of recorded and broadcast material and identify finer points of detail including implicit attitudes and relationships between people. • Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. |
| 2 | <ul style="list-style-type: none"> • 5 or 6 items • Academic lecture or work-related monologue • Note-completion task, typing response | <ul style="list-style-type: none"> • select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources | <ul style="list-style-type: none"> • Can understand enough to follow discourse on abstract and complex topics beyond their own field • Can take detailed notes during a lecture on topics in their field of interest, recording the information so accurately and so closely to the original that the notes could also be useful to other people. |
| 3 | <ul style="list-style-type: none"> • 5 or 6 items • Longer dialogue with multiple-choice questions to match opinions to the people who express them | <ul style="list-style-type: none"> • following follow complex interactions, even when it is not clearly structured, on abstract and complex topics • identify finer points of detail including implicit attitudes | <ul style="list-style-type: none"> • Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex, unfamiliar topics. • Can identify the attitude of each participant in an animated discussion characterised by overlapping turns, digressions and colloquialisms that is delivered at a natural speed in varieties that are familiar. |
| 4 | <ul style="list-style-type: none"> • Five short monologues/dialogues • 3-option MCQ | <ul style="list-style-type: none"> • identifying gist and specific information • understanding attitude/feeling/opinion/implied meaning/rhetorical purpose (exemplification, comparison, exaggeration) | <ul style="list-style-type: none"> • Can understand enough to follow discourse on abstract and complex topics beyond their own field • Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. • Can understand a wide range of recorded and broadcast material and identify finer points of detail including implicit attitudes and relationships between people. |

| Part | Task | Skills | CEFR C1 level |
|----------------|---|---|---|
| Essay | <p>Three points of which two must be included.</p> <p>210–280 words</p> | <ul style="list-style-type: none"> • structuring and developing an argument • giving reasons against or in support of a particular point • evaluating different ideas or solutions to a problem • highlighting salient issues | <ul style="list-style-type: none"> • Can produce clear, well-structured expositions of complex subjects, underlining the relevant salient issues. • Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. • Can produce a suitable introduction and conclusion to a longer essay on a complex academic or professional topic provided the topic is within their field of interest and there are opportunities for redrafting and revision. |
| Summary | <p>Integrated task: Summarising and synthesizing information from two sources.</p> <p>Max 100 words</p> | <ul style="list-style-type: none"> • identifying relevant information and reorganizing ideas • distinguishing main from supporting information • paraphrasing | <ul style="list-style-type: none"> • Can summarise in writing long, complex texts, interpreting the content appropriately, provided they can occasionally check the precise meaning of unusual, technical terms. • Can summarise in writing a long and complex text (e.g., an academic article, article providing political analysis, novel extract, editorial, literary review, report or extract from a scientific book) for a specific audience, respecting the style and register of the original. |

| Part | Task | Skills | CEFR C1 level |
|------|---|---|--|
| 1 | <ul style="list-style-type: none"> 6 x shorter reading passages 3-option MCQ Text types include newspaper editorials, literary extracts, report extracts, and journal extracts 120 words per text | Careful local and global reading: <ul style="list-style-type: none"> identifying main message, purpose, detail, and implied meaning | <ul style="list-style-type: none"> Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for re-reading and they have access to reference tools. Can understand any correspondence given the occasional use of a dictionary. Can understand implicit as well as explicit attitudes, emotions and opinions expressed in e-mails, discussion forums, vlogs/blogs, etc., |
| 2 | <ul style="list-style-type: none"> 6 or 7 items Multiple-matching task with six profiles to match to four longer texts OR seven questions to match to three longer texts 750 words | Expeditious search reading at local and global levels: <ul style="list-style-type: none"> identifying specific information, opinion and attitude, and implied meaning | <ul style="list-style-type: none"> Can obtain information, ideas and opinions from highly specialised sources within their field. Can understand specialised articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of terminology. |
| 3 | <ul style="list-style-type: none"> 6 items Gapped text task with extracted sentences to be inserted into a longer text 650 words | Careful global reading: <ul style="list-style-type: none"> identifying text structure and organizational features of a text across multiple sentences | <ul style="list-style-type: none"> Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections. |
| 4 | <ul style="list-style-type: none"> 5 items Multiple-choice questions on a longer text 680 words | Careful local and global reading: <ul style="list-style-type: none"> identifying attitude/opinion, purpose, reference, the meanings of words in context and global meaning understanding implication and exemplification | <ul style="list-style-type: none"> Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. |



OXFORD
TEST OF ENGLISH
Advanced

“It is vital that English language testing is **sufficiently rigorous** to ensure students get the most out of the course from the very start...”

Prof Paul C. Irwin Crookes
Director of Graduate Studies, Oxford School of Global and Area Studies
University of Oxford



Key focus on

- **integrated tasks**
- **the importance of assessing interactional competence.**

Q & A Panel



Sue Trory / Naomi Moir / Ritchie Metha / Andrew Nye