

SUMMARY CURRICULUM VITAE

Dr Simon Borg

Personal Details

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| Full Name | Simon Borg |
| Nationality | British |
| Date of Birth | 05/02/65 |
| Email | s.borg@simon-borg.co.uk |

Qualifications

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| 1999 | PhD, Education, University of Exeter, UK |
| 1992 | M.Ed. (Distinction), Teaching English for Specific Purposes, University of Exeter, UK |
| 1990 | B.Ed. (Hons), Teaching English, University of Malta, Malta |

Professional Experience

Simon has been involved in education for over 30 years, working as a teacher, teacher educator, lecturer, examiner, researcher, and consultant in a range of international contexts. At the University of Leeds (1999-2013) he was Professor of TESOL and held key leadership roles, including Head of one of the largest language education teams in the UK, Director for six years of a large-scale primary and secondary teacher education project with the Ministry of Education in Oman, and manager of Research Degrees in the School of Education. He has extensive experience of teaching, supervision and course and programme design (from BA to PhD level) in education. Academically, he is recognized internationally as a leading researcher and scholar in teacher education, specifically for his work on teachers' beliefs and knowledge, professional development, and teacher research. He also specialises in teaching research methods and supporting the development of research capacity among teachers and academics. As a full-time consultant since 2013, he has worked in a range of educational contexts worldwide (primary to higher education) and specialises in the design, conduct and evaluation of teacher development projects and policies. Teacher evaluation/appraisal has also been a recent focus of his work.

Selected Projects

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| 2021 – | Project | COELT, British Council – South Africa |
| | Role | I am currently working with two local consultants to evaluate the Certificate of Online ELT being delivered to over 4000 basic education teachers of English as an additional language in South Africa. |
| 2021 | Project | Al-Azhar Teacher Training Programme, British Council – Egypt |
| | Role | The Al-Azhar programme provides professional development to teachers of English in Al-Azhar schools across Egypt. I was engaged to evaluate the programme and did this through remote research that used online questionnaires and WhatsApp interviews with teachers and teacher educators. |
| 2021 | Project | National Teacher Training Programme Year 2, British Council – Egypt |
| | Role | The NTTP project in Egypt is providing in-service training for over 20,000 teachers of English, Science and Mathematics. I was engaged to evaluate Year 2 of the programme and did this through remote research that used online questionnaires and Zoom interviews with teachers and teacher educators. |
| 2018 – 2020 | Project | National Teacher Training Programme, British Council – Egypt |
| | Role | The NTTP project in Egypt is providing in-service training for 22,000 teachers of English, Science and Mathematics. My role is to advise on the M&E framework for the project and to conduct evaluation activities. |
| 2019 | Project | Online Teacher Training Course, British Council – Syria |
| | Role | Teachers of English in Syria completed a 26-week online teacher training course involving self-study, moderated Zoom sessions and online discussion forums. My role was to conduct the final evaluation of the project. |
| 2018 – 2019 | Project | Monitoring and Evaluation Framework, British Council – Sudan |

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| | Role | This assignment involved developing a monitoring and evaluation framework to allow the English in Education team in Sudan to measure and assess the impact of their work. |
| 2018 – 2019 | Project | English for Universities Project, British Council – Ukraine |
| | Role | The EfU project was a five-year initiative to promote reform in ESP and EMI at universities in Ukraine. My role was to conduct the final evaluation of the project. |
| 2018 | Project | OETIS project, British Council – Syria |
| | Role | This project sought to improve the levels of English of 160 teachers of all subjects who are working at Syria Relief schools (Grades 1-6). My role was to conduct an evaluation of the project's impact. |
| 2015 – 2016 | Project | SMILE, British Council – Sudan |
| | Role | SMILE is a textbook reform project in Sudan that the British Council is implementing for the Ministry of Education. My role was to advise on the monitoring and evaluation aspect of the project by reviewing M&E instruments and plans and making recommendations for improving M&E systems on the project. |
| 2013 - 2015 | Project | National Teacher Training Project, British Council – Sudan |
| | Role | This consultancy for the British Council had three phases: (1) review and develop a participatory M&E strategy for the British Council's EfT1 in-service teacher training project in Sudan; (2) design observation, interview and questionnaire tools to be used by the EES Sudan team during their M&E work; (3) analyse the M&E data collected and produce a final report. |

Selected Publications & Conference Presentations

- 2021** **Borg, S.** *Video-based observation in impact evaluation*. Evaluation and program planning, 89. <https://doi.org/10.1016/j.evalprogplan.2021.102007>
- In press** **Borg, S.** *Mentoring at scale in India: The English Language Initiative for Secondary Schools*. In **M. Wyatt & K. Dikilitas** (Eds.), *International perspectives on mentoring in English language education*. Basingstoke: Palgrave Macmillan.

- In press** **Borg, S.** *Systemic in-service language teacher education*. In **E. Macaro & R. Woore** (Eds.), *Debates in second language education*. London: Routledge.
- 2020** **Borg, S., Lightfoot, A., & Gholkar, R.** *Professional development through Teacher Activity Groups: A review of evidence from international projects*. London, England: British Council.
- 2020** **Borg, S., & Sanchez, H. S.** *Cognition and good language teachers*. In **C. Griffiths & Z. Tajeddin** (Eds.), *Lessons from good language teachers* (pp. 16-27). Cambridge University Press.
- 2020** **Borg, S., & Parnham, J.** *Large-scale teacher development through mentoring*. *The Teacher Trainer*, 34(2), 2-7.
- 2019** **Borg, S.** *Contemporary perspectives on teacher appraisal: A working paper*. Sharjah, UAE: Regional Center for Educational Planning-UNESCO.
- 2019** **Borg, S.** *Teacher appraisal: A policy brief*. Sharjah, UAE: Regional Center for Educational Planning-UNESCO.
- 2019** **Borg, S.** *The impact of language teacher professional development*. In **G. Barkhuizen** (Ed.), *Qualitative research topics in language teacher education* (pp. 44-49). London: Routledge.
- 2019** **Borg, S.** *Language teacher cognition: Perspectives and debates*. In **A. Xuesong** (Ed.), *Second handbook of English language teaching*. Cham, Switzerland: Springer.
- 2018** **Borg, S.** (Ed.). *Developments in the teaching of English in Libyan universities*. London: British Council.
- 2018** **Borg, S.** *Evaluating the impact of professional development*. *RELC Journal*, 49(2), 195-216.
- 2018** **Borg, S., Clifford, I., & Htut, K. P.** *Having an EfECT: Professional development for teacher educators in Myanmar*. *Teaching and Teacher Education*. doi: <https://doi.org/10.1016/j.tate.2018.02.010>
- 2018** **Borg, S., & Edmett, A.** *Self-assessment for language teachers*. *Contact Magazine*, November 2018, 5-12. Available from <http://contact.teslontario.org/self-assessment/>
- 2018** **Borg, S., & Edmett, A.** *Developing a self-assessment tool for English language teachers*. *Language Teaching Research*. doi: 10.1177/1362168817752543
- 2018** **Parnham, J., Gholkar, R., & Borg, S.** *Using WhatsApp for peer support in a mentoring programme*. *The Teacher Trainer*, 32(1), 1-7.

- 2018 **Borg, S.** Teacher evaluation: Global perspectives and their implications for English language teaching. A literature review. Delhi: British Council.
- 2018 **Borg, S.** *Teachers' beliefs and classroom practices*. In **P. Garrett & J. Cots** (Eds.), *The Routledge handbook of language awareness* (pp. 75-91). London: Routledge.
- 2017 **Borg, S.** *Twelve tips for doing teacher research*. University of Sydney Papers in TESOL, 12, 163-185.
- 2017 **Borg, S., & Alshumaimeri, Y.** *Language learner autonomy in a tertiary context: Teachers' beliefs and practices*. Language Teaching Research, doi: 10.1177/1362168817725759
- 2017 **Borg, S.** *Identity and teacher research*. In **G. Barkhuizen** (Ed.), *Reflections on language teacher identity research* (pp. 126-132). London: Routledge.

A full list of publications is available on Simon's website:
<http://simon-borg.co.uk/>