CURRICULUM VITAE – Dr Simon Borg
Expert

PERSONAL DETAILS

Dr Simon Borg
British – 05/02/1965
s.borg@simon-borg.co.uk
ELT Consultant
Resident in Slovenia
Languages: English (C2), Italian (B1), Maltese (B1)

QUALIFICATIONS

1999 PhD in Education, University of Exter, UK
1991 MA in TESP, University of Exter, UK
1990 BEd Hons, English, University of Malta

PROFESSIONAL BIODATA

Dr Simon Borg has been involved in language education for 37 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 language education. Academically, he is recognized internationally as a leading researcher and scholar in language teacher education[1], with over 150 journal articles, book chapters, edited books, monographs and reports (see here for full list). 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. He has completed over 80 consultancy projects for the British Council and other organisations, focusing largely on the monitoring and evaluation of teacher development projects for teachers of English.

SELECTED MEL PROJECTS

MEL work conducted in SSA is highlighted below. Simon has designed and led many more evaluations, and a full portfolio of his MEL work, for the British Council and other funders, is available here.

Teacher Certification for English Teachers in Sudan (Jan-Dec 2024)

Simon was the international consultant on a project to develop an updated test that graduates in Sudan will need to pass in order to obtain a position teaching English in a government school. The work involved collaboration with a local consultant and a working group of local experts and was a partnership between the British Council and the National Council for Education and Teaching Professions (NCEPT) in Sudan. The project generated (a) a situation analysis of pre-service English teaching in Sudan, including a review of existing teacher licensing procedures and (b) specifications for the updated test.

Sudan MEL Consultant (Nov 2022-Mar 2023)

Simon was commissioned to review and update the MEL framework and tools being used for English teacher CPD work by the British Council in Sudan. Each separate English activity was reviewed, existing MEL tools and processes were examined, and updated or new tools were designed. The outputs consisted of (a) a review of current CPD activities and updated objectives for each (report here) and (b) revised monitoring and evaluation tools for each activity, including feedback forms for the ELT Forum, evaluation and observation forms for SMILE training, and a SMILE training exit teacher knowledge test. The Sudan English team also received templates for inputting and managing MEL data (for an example, see here).

[1] According to 2024 ratings from ScholarGPS, I am in the top 0.05% of all scholars worldwide for my lifetime contribution to Language Education research – see here.

COELT project, South Africa (Sep 2021-Mar 2022)
Supported by two local consultants, Simon was the international consultant on the evaluation of the Certificate of Online ELT programme delivered to over 4,000 basic education teachers of English as an additional language in South Africa. The evaluation collected and analysed a wide range of qualitative and quantitative data from teachers, trainers, and an online Facebook community. The output was a detailed evaluation report (available here) that presented key project results and recommendations for similar future projects.

***British Council Sudan - English in Education Strategy* (Mar 2019)**
Simon was commissioned to review British Council English activity in Sudan and to propose an English in Sudan strategic framework. The work involved an in-country visit and the review of documents and the outcome was a report that included a strategy framework covering nine key themes.

Sudan In-Service Training Framework (Sep 2016)
Simon was commissioned to propose a framework for in-service English teacher training in Sudan to support the introduction of the new SMILE English curriculum. The outcome was a report that included an analysis of ELT in Sudan, a review of international good practice in ELT and teacher CPD, and a proposed professional learning framework for Sudan.

Sudan NTTP MEL (Jan 2014-Mar 2019)
Between 2014 and 2019 Simon contributed significantly to MEL on the large-scale National Teacher Training Programme for teachers of English in Sudan. This work generated seven reports (available here), including an impact report of the NTTP from 2011-2014 and an evaluation of the piloting of the new SMILE textbooks.

Sudan National Centre for Languages (Jun 2014)
Simon was invited to assess the Sudan National Centre for Languages' current academic, organizational and financial status and to make recommendations for improving the capacity of the institute to provide high quality English language teacher and teacher education services. Data were collected via the analysis of a wide range of documents and meetings with staff during a one-week site visit. The outcome was a report that included detailed recommendations for developing the work of the centre.

English for Teaching Pilot – Ethiopia (Jul 2014)
In response to evidence of low levels of English proficiency among teachers of English in Ethiopian state schools, a pilot project took place in which trainees at four teacher education colleges completed English for Teaching 1. Simon was commissioned to evaluate this pilot. Data were collected from interviews with trainers and trainees, trainee, questionnaires, pre- and post-course Aptis scores and through the analysis of a wide range of project documents. The outcome was a report summarising key results and making recommendations for the further extension of the pilot.

Teachers' Use and Views of the British Council's TeachingEnglish Radio (TER) Programmes (Mar-Jul 2011)
This study examined the use and views of TeachingEnglish Radio of 30 teachers of English in five countries in Sub-Saharan Africa - Nigeria, Rwanda, South Africa, DRC and Sudan. This interview-based study was conducted by a team from the University of Leeds, led by Simon and generated a research report.