



# Reviewing qualifications and CPD: helping meet teachers' training needs

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**Friday 15<sup>th</sup> April 2016**

# Where have we come from?

# Out with one and in with...

## **Direct Method...** out went:

- translation
- code switching
- L1 explanation

## **Natural Acquisition...** out went:

- L2 explanation
- deductive syllabus
- synthetic syllabus
- grading language items
- error correction

## **Cognitive Linguistics...** out went:

- drilling
- repetition
- rote learning



# Ways of studying

lecture-based

blended learning

active learning

apprenticeship models

flipped learning

mobile learning

distance learning

face-to-face

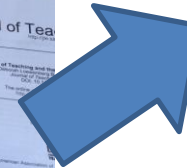
# One size doesn't fit all...

What do all these approaches and methods have in common?

Increasing our individual knowledge to make us better teachers



Finding a way to help learners



# Flexible Programmes

- CertTESOL
- DipTESOL
- TYLEC
- CertIBET
- CertICT
- DELTM

Elements in common:

- reflecting on practice
- experimental enquiry
- research pro-active and reactive
- attending to local context
- external moderation / examination for every candidate

# CertTESOL

- Minimum 130 timetabled hours
- Intensive or part-time
- Can be embedded in longer programmes (undergraduate and post-graduate degrees)
- Face-to-face / blended learning
- 6 hours of assessed teaching
- Locally-set language awareness test
- ...

# TYLEC

## Teaching Young Learner Extension Certificate

- Minimum 62 timetabled hours
- Intensive or part-time
- Can be embedded in longer programmes
- Face-to-face / blended learning
- Assessment that supports varied teaching contexts
- 5 hours of assessed teaching



# DipTESOL

- Minimum 150 timetabled hours
- 450 hours further study time
- Can be embedded in longer programmes (e.g. post-graduate degrees)
- Face-to-face / blended learning / distance learning
- Personally-chosen research assignments
- Interviews with examiners to explain pedagogical choices

# CertIBET, CertICT, DELTM

Delivered in partnership with *English UK* and *The Consultants-e*

- Flexible approaches to learning
- Varied assessment
- Pro-active and reactive development
- Can be embedded in longer programmes
- Context-focussed assignments

# Flexible Programmes

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**TESOL News and information**

December 2015

**Supporting professional development**

This e-newsletter shares news and information for English language teaching professionals from the Trinity TESOL team. You can also download it as a [PDF](#).

**Teaching resources**

**Award-winning innovation**

Trinity caught up with the British Council award winner Jamie Keddie, creator of [Lessonstream](#) (formerly TEFLclips), to find out about the latest innovations on his resource-filled site, see [www.lessonstream.org](http://www.lessonstream.org).

- 88 lesson plans are now available - significantly more than in 2009 when they won an ELTon award
- Most of the lesson plans are based around short online videos
- The search facility now allows teachers to find activities according to level, learner type, time, activity, language aim, topic and materials.
- All resources remain free

Teachers can also subscribe to newsletter updates to be kept informed when new resources become available.

A popular type of activity that has evolved over the years is 'videotelling'. This is good old-fashioned, teacher-led storytelling! However, the difference from normal storytelling is that these stories come from the narratives of short online videos instead of from the teacher.

One of the reasons for the success of videotelling is the positive feedback it gets from students, which is partly down to the pleasant surprise they get when they eventually watch the video their teacher has been describing. See an example of videotelling entitled 'Splat' [here](#).



# Regular, free CPD.

- bi-monthly
- focus on teacher development
- research element
- useful for in-house CPD sessions
- showcases helpful resources

[www.trinitycollege.com/TESOL](http://www.trinitycollege.com/TESOL)

# TEACHER TRAINING UNPLUGGED

simplifying language teacher education

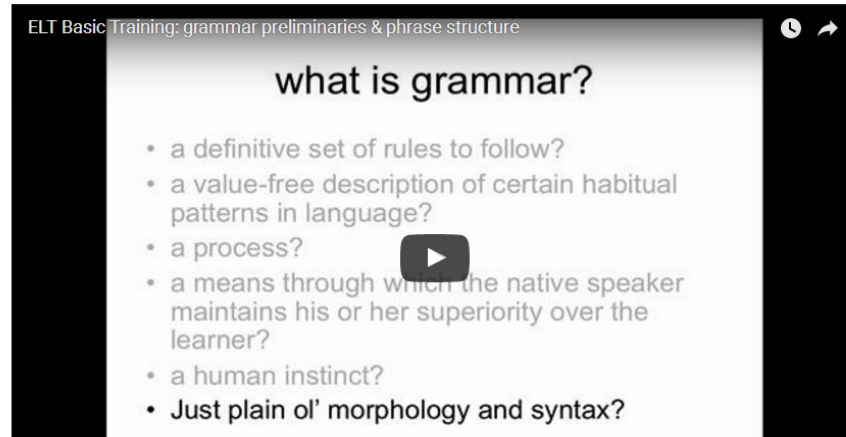
[BLOG](#) [PODCAST](#) [BASIC TRAINING](#) [OTHER WRITING](#) [TALKS & INTERVIEWS](#) [UNPLUGGED PUBLIC LIBRARY](#) [WHO IS BEHIND ALL THIS?](#)

## GRAMMAR FOR LANGUAGE TEACHERS

In the following four short videos I attempt to sketch out what grammar is, and how it is variously perceived. I then present the broad elements of phrase structure, and then explore the verb phrase in depth, discussing along the way tense and its shaky relationship to time, aspect, mood, and voice.

A second theme running through the videos is how some of these concepts may be misunderstood, misrepresented and mistreated, especially within published courseware and in orthodox advice to trainee teachers during their initial training.

Total run-time is just over half an hour. I hope you find these videos clear and useful; I'd welcome comments and discussion so please leave a reply.



## Free resources

- ideas for 'systems' lessons
- help with skills work
- interviews and analysis
- blog of topical discussions

<http://teachertrainingunplugged.com/>


Courses About Partners

FREE ONLINE COURSE

# Dyslexia and Foreign Language Teaching

Gain practical tools and theoretical insights to help dyslexic students learn second languages, with this free online course.

Join now – starts 18 Apr



View transcript

Download video: standard or HD

Lancaster University

FREE online course

Duration: 4 weeks

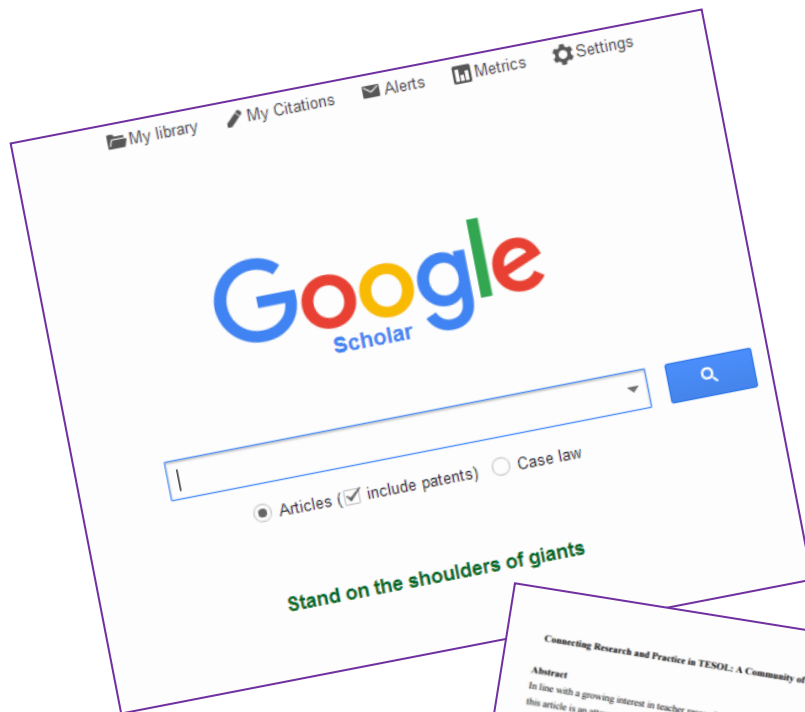
4 hours pw

Certificates available

## Free courses

- courses for teachers and students
- videos to support development for teachers in a variety of settings

<https://www.futurelearn.com/courses/dyslexia>



# Free journals

- English Teaching Forum
- TESL-EJ
- Asian EFL Journal
- IH Journal
- TESL Canada Journal
- MED Magazine

- ▶ [TESOL / TEFL](#)
- [CertTESOL](#)
- [DipTESOL](#)
- [Diploma in English Language Teaching Management \(DELTm\)](#)
- [FTCL TESOL](#)
- [Cert IBET](#)
- [Cert ICT](#)
- [Teaching Young Learners Extension Certificate \(TYLEC\)](#)
- [Find a Trinity TESOL course](#)
- [TESOL resources](#)
- [TESOL recognition](#)
- [TESOL newsletters](#)
- [Keep me informed](#)
- [Replacement certificates](#)

### Qualifications for teaching English

With two billion people expected to study English in the next decade, the need for teachers with high quality, internationally recognised English language teaching qualifications has never been greater.

Trinity's position as a leading provider of international qualifications for TESOL teachers (Teaching English to Speakers of Other Languages) means that these qualifications are ideally placed to meet your professional teaching needs, no matter where you are in your teaching career.

Each of our centres worldwide has different course dates and sets their own fees, so please [contact centres](#) directly to find out more information on the course that is appropriate for you.

#### Keep informed

To stay up to date with the latest news from Trinity College London, including syllabus updates, events and new products, please [register your interest](#).

### CertTESOL



The Trinity Certificate in TESOL is an initial teacher training qualification that will equip you with the basic skills and knowledge to take up a first post as an ESOL teacher.

[Learn more](#)

### DipTESOL



The Trinity Diploma in TESOL is a qualification for experienced teachers of ESOL, designed to encourage the development of professional knowledge and expertise and refine practical teaching skills.

[Learn more](#)

### FTCL TESOL



The Fellowship Diploma in TESOL Education Studies is a qualification for experienced TESOL professionals and senior practitioners designed to recognise achievements such as programme and product development.

[Learn more](#)

### Recognition



### Specialist Qualifications



### Joint Qualifications

Trinity also designs a range of Joint Certificates in TESOL to meet the needs in methodology and language development of teachers in particular countries or regions. Please [contact us](#) for more information.

[www.trinitycollege.com/tesol](http://www.trinitycollege.com/tesol)



# Further Reading

## ***Teacher Development***

- Coffield, F., Moseley, D., Hall, E., & Ecclestone, K. (2004). *Learning styles and pedagogy in post 16 learning: a systematic and critical review*. The Learning and Skills Research Centre.
- Goldacre, B. (2012). Building Evidence into Education [online]. Available at: <<https://www.gov.uk/government/news/building-evidence-into-education>>. Accessed on 2<sup>nd</sup> February 2016.
- Mayne, R. (2015). *Pseudoscience in EFL* [online]. Available at <<http://www.elgazette.com/features/special-features/247-pseudoscience-in-efl.html>>. Accessed on 15<sup>th</sup> Feb 2016.
- Slavin, R. (2008). Education reform requires teachers to apply research-proven methods. *Education Journal*. 110 (3). 7-10.



# Thank you

Sign up for our free, CPD newsletter at:  
[www.trinitycollege.com/TESOL](http://www.trinitycollege.com/TESOL)

Visit us in the Exhibition Hall to find out more.

Slides available at: [www.trinitycollege.com/IATEFL](http://www.trinitycollege.com/IATEFL)