



"We make learning special"

From Teacher to Trainer: Developing Effective Trainer Skills for ELT

This course is aimed at teachers who are interested in becoming ELT teacher trainers or educators, or those who are about to become or have recently become ELT teacher trainers or educators in a variety of different contexts.

Objectives

- To review the principles and practice of teaching English as a second or foreign language
- To introduce and critically consider recent developments in methodology
- To survey the attitudes, skills and knowledge required by teacher trainers
- To encourage course participants to re-examine their own teaching
- To enable participants to uncover and clarify their own views on learning, teaching and teacher education
- To highlight the role of the trainer as a teaching model
- To identify means for continuing professional development
- To focus on considerations for planning training sessions
- To raise awareness of facilitating styles and their possible impact
- To consider how materials are developed for teacher training and to review a range of recent materials relevant to participants' needs
- To familiarize participants with a range of process options
- To provide micro-training practice in a secure, unthreatening environment
- To identify key features of useful lesson observation programmes
- To provide micro-training in skills of lesson observation
- To help participants adapt the course content for their own training contexts.

Content

Although all four aspects of the course will be integrated, they can usefully be summarised under the headings of **ELT today**, **Being a teacher trainer**, **ELT teacher training: workshops and seminars** and **ELT teacher training: lesson observation**.

The **ELT today** elements will provide a review of recent developments in ELT methodology, thus ensuring that new or prospective teacher trainers can make principled choices from a number of available approaches and that they have a wide range of methodological options at their fingertips.

The **Being a teacher trainer** part of the course will provide an opportunity to develop awareness of the attitudes, skills and knowledge that may be needed by teacher trainers in addition to their capabilities as teachers. It will also enable participants to make explicit, and to reflect on, their own beliefs regarding learning, teaching and teacher education. We consider the effect a teacher trainer may have on teachers as a role model for teaching. Lastly, in this section we will take time to look at your future professional development as a trainer, including maintaining motivation and self-evaluation.

ELT teacher training: workshops and seminars looks at the teacher trainer at work in a training classroom. We will focus on a number of practical aspects of training sessions including: planning a training session; how to link content and processes; interaction patterns; commercial materials; and

creating your own training materials. Participants will also take part in and discuss tasks that will help them to work with other teachers in a mutually rewarding way; in this area we will discover the pleasures of training and also consider how to avoid conflict in the training room. You will examine critically techniques for encouraging teachers to analyze their teaching approach and to reflect usefully on their work. You will also appraise teacher portfolios as a means of fostering teacher professional development. Finally, in this part of the course you will take part in micro-training practice with feedback from the course tutor and other course participants.

In the sessions on **ELT teacher training: lesson observation** you will review the various reasons for lesson observation and the corresponding roles of an observer. We will examine the advantages and disadvantages of different formats for capturing lesson data. By means of structured role-plays you will develop your skills in pre-observation conferences, in-lesson note-taking and post-lesson conferences.

Throughout the course you will be able to benefit from NILE's extensive, up-to-date TEFL library of both teaching and teacher training books.

Methodology

NILE courses are taught in a range of ways but the underlying principle is that all courses should be taught using methodology that course participants can adapt and emulate for themselves on returning to their classrooms. Sessions are built into each course to allow course participants to reflect on the way that they have been taught and review the suitability of the strategies and techniques for their own circumstances.

Preparation and follow-up

All course participants are issued with a pre-course questionnaire to be returned prior to the course. This is to ensure that the areas of most significance to participants within the general course area are covered. In addition, participants are sent an indicative reading list covering some of the topics to be dealt with on the course. Participants are also asked to bring along to the course information and materials relating to any project they are involved in or have recently completed, which could benefit from supportive critical comment during the course.

Towards the end of the course there is a "where next" session with the group as a whole, or with individuals. This session is used to review the concepts and practices dealt with on the course and to see how they will apply to the participants' work place on their return. Open-ended follow-up consultation is available to all course participants after the course, via email/internet access.

Timetable

All courses are held between the hours of 9 am and 5.30 pm. The working day normally starts at 9.15 am and ends at 3.30 or 5.15pm. All courses last for a minimum of 25 hours per week.

In addition to the main course team, courses often have one or more visiting guest speakers. These are usually well known figures from the world of EFL/ESL who have published and lectured widely. Occasionally they are people who are well-versed in the changing face of Britain and the role of English in the world-wide community.

Since NILE's courses are for serving teachers or teachers in training, these sessions with visiting speakers, along with the extra curricular programme, represent an ideal opportunity for course participants to mix socially and professionally with teachers from a wide variety of different countries and contexts.

All of NILE's courses for teachers include a significant English language improvement element dealing with a variety of aspects of the English language.