'To be or not to be': Teacher Agency in 2021
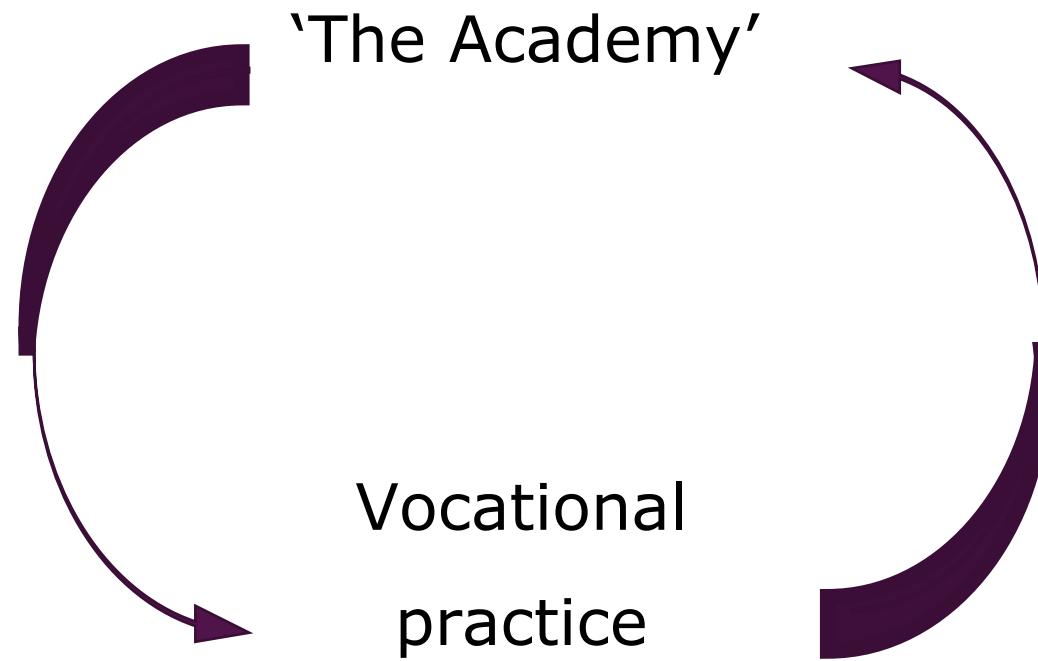
Ben Beaumont

Head of TESOL Qualifications

ben.Beaumont@trinitycollege.com

Session overview

- The current landscape (academic & vocational)

- Traditional development routes

- Newer development paths

- A collaborative future

- Further reading

- Questions and/or comments

TRINITY
COLLEGE LONDON

Bi-directional influence

'The Academy'

Vocational practice

Teaching and learning: reflecting language use?

1. Consider our context and *not demand* an English-only environment, unless there is a clear reason.

2. Allow learners to use their L1/Lx when there is not a specific English language learning point, e.g. conducting initial research for a presentation (Garcia, *et al*, 2017).

3. Use direct translations, where helpful, to build awareness of literal and pragmatic equivalence (Cook 2010).

4. Encourage notetaking in one language and reporting back in another, teaching realistic life skills (Anderson 2017).

Flexible approach to 'language' use in learning

Incorporating translanguaging in instruction [and assessment] offers possibilities not only for promoting academic achievement but also for developing learners' proficiencies as strategic users of language.

(Canagarajah 2012)

Employment / Terms and conditions?

1. Huge increase in online learning.

2. More employment uncertainty in an industry/profession beset by unsecure employment contracts.

3. Brexit and isolationism vs collaboration and the development of 'soft power'.

4. Ever-greater desire for teachers with a demonstrably wide variety of skills to support ever-more specialist and bespoke courses of learning.

   E.g. English &....)

'Traditional' teacher education qualifications in ELT

Qualifications for those who have English as a second language.
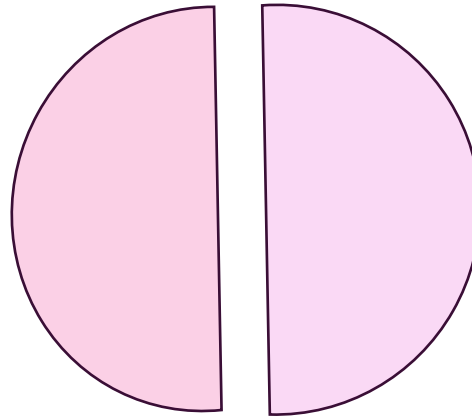
Qualifications for those who have English as a first language.

- ELT-focussed learning outcomes
- Content decided by a central assessment organisation
- Assignments assessed in English only
- Generally requiring a minimum B2/C1 level of English

TRINITY
COLLEGE LONDON

Iterative processes: the need for varied CPD, relevant to context...

- Professional routes vary greatly after an initial teaching qualification

- What is decided as being helpful in one context, may not be in another (e.g. EAP)

- Teachers and centre managers know their own / their teachers' needs

- Teachers and centre managers know their learners' / local needs

Newer development paths

- [Free] online courses, e.g. Cambridge English & Future Learn, the British Council

- Blogs and podcasts, e.g tefltraininginstitute.com/podcasts

- Open University and Future Learn's micro-credentials*

- Online/blended/in-person regulated qualifications (allowing credit transfer for other CPD quals)*

Recognition & Integration

Micro-credentials

Future Learn

Subjects ⌄   Courses ⌄   Using FutureLearn ⌄

Search online courses 🔍   Sign in   **Register**

Microcredentials and programs

Microcredentials and programs allow you to pursue further study in a specialised field. Created or accredited by leading universities, microcredentials are professional credentials designed for you to build in-demand career skills. Programs allow you to deepen your understanding of a subject, with the opportunity to earn a professional or academic credential.

Online Microcredential in **Teaching**

Created by
The Open University

Learn more

Online Teaching: Evaluating and Improving Courses

Develop the skills you need to evaluate the success of your online teaching and enhance your students' remote learning experience.

Speak to an advisor   **Join now £675**

Dates	Duration	Cost	Credit	Level
Starts on 15 Mar 2021	**12 weeks**	**£675**	**University Credit**	Postgraduate
Join by 15 Mar 2021 at 23:59			Learn more	See requirements
See more start dates				

TRINITY
COLLEGE LONDON

CertPT
Certificate for Practising Teachers

Qualification	Ofqual level	Guided learning hours (GLH)*	Total qualification time (TQT)	Focus of pedagogical knowledge and skills
CertTESOL	Level 5	130	200	Essential TESOL
TYLEC	–	58	100	Specialist young learner TESOL
CertPT	Level 6	30	100	Specialist TESOL professional development
DipTESOL	Level 7	150	600	Advanced TESOL

* Minimum time

TRINITY
COLLEGE LONDON

Overview

4 x 750-word* written assignments

1. Evaluate
Evaluate published classroom resource

2. Adapt
Adapt published classroom resource and write a rationale for adaptation

Context-specific

Teaching resources

Informed by professional knowledge

4. Use & Reflect
Use classroom resource either Task 2 or Task 3 and reflect on its use

3. Create
Create classroom resource and write a rationale for resource design

* Or equivalent in local language

trinitycollege.com/CertPT

TRINITY
COLLEGE LONDON

The Certificate for Practising Teachers
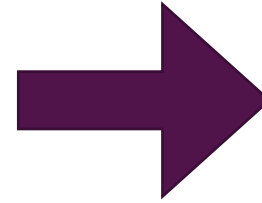
CertPT providers by course focus

Teaching Young Learners	⌄
Teaching online/with technology	⌄
Training teacher educators	⌄
CLIL/EMI/Medium of instruction	⌄
Testing and assessment	⌄
Communicative methodology	⌄
English for Specific Purposes	⌄
Exam preparation	⌄

trinitycollege.com/CertPT
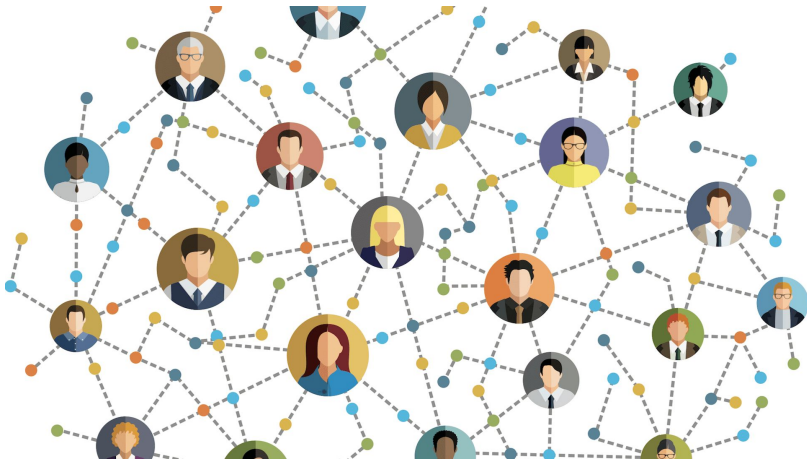
Collaborative paths

Irish Research
Scheme for Teachers

....

Collaborate with
peers to maximise
your agency

"We know what we are,

but know not what we may be."

TRINITY
COLLEGE LONDON

References and further reading

- Anderson, J. (2017). Reimagining English language learners from a translingual perspective. *ELT Journal*, *72*(1), 26-37.
- Canagarajah, S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*. New York: Routledge.
- Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
- Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.
- European Commission. (2003). *Promoting language learning and linguistic diversity: An action plan 2004–2006* [Online]. Available at <https://op.europa.eu/en/publication-detail/-/publication/b3225824-b016-42fa-83f6-43d9fd2ac9 6d>. Accessed on 15.09.20.
- García, O., Johnson, S. & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon.
- Leung, C., & Jenkins, J. (2020). Mediating Communication - ELF and Flexible Multilingualism Perspectives on the Common European Framework of Reference for Languages. *Australian Journal of Applied Linguistics*, *3*(1), 26-41.