



## **From Teacher to Trainer: Developing Effective Trainer Skills for ELT**

### **Who is the course suitable for?**

- Teachers who are interested in becoming ELT teacher trainers or educators
- Teachers who are about to become or have recently become ELT teacher trainers or educators
- Teachers with a minimum language level corresponding to C1 on the Common European Framework

### **What are the aims and objectives of the course?**

- To review some key principles and recent methodological developments in teaching English as a second or foreign language
- To raise participants' awareness of the role and responsibilities of the trainer as a professional model
- To prepare participants to make the transition from teaching to training
- To identify means for continuing professional development

### **What will the course include?**

All course participants receive a pre-course questionnaire, which should be returned prior to the course. This is to ensure that the areas of most relevance to participants are covered. The course has four main components, which will run in parallel but will also be integrated where appropriate. It is expected that course content will be drawn from the following broad topic areas:

#### **ELT Today**

- a review of recent developments in ELT methodology
- an opportunity for participants to reassess their own teaching experience as a basis for their work as trainers

#### **Being a Teacher Trainer**

- the attitudes, skills and knowledge that may be needed by teacher trainers
- an opportunity for participants to articulate and reflect on their own beliefs about learning, teaching and teacher education.
- the trainer as a role model for teachers and trainees
- participants' future professional development as trainers

#### **Training Methodology and Materials**

Practical aspects of training sessions including:

- planning a training session
- how to link content and processes
- interaction patterns
- reviewing commercial materials

- creating your own training materials
- micro-training practice with feedback

Process issues in training, including:

- avoiding and dealing with conflict
- techniques for encouraging teachers to analyze and reflect on their teaching
- teacher portfolios as a means of fostering teacher professional development.

### **Lesson Observation and Supervision**

- purposes of lesson observation and the corresponding roles of an observer
- different formats for capturing lesson data
- models of supervision and feedback styles

Time will be built into the course for reflection and for participants to consider how to adapt ideas from the course to their own professional contexts.

All NILE's course involve a significant element of English language improvement and/or development of language awareness.

### **How long is the course and what approach is used?**

The 50-hour course includes intensive tuition by trainers with extensive experience in teaching training and trainer training in different contexts. There will be opportunities for reading and research as well as to listen to guest lectures by well-known figures in the world of ELT.

Classes will be interactive and task-oriented but with reference to relevant principles and theory.

Classes are held from Monday to Friday and take place as detailed in the course-specific timetable, but always within the hours 0915 – 1715.

### **[Sample Timetable](#)**