

### What do you feel is special about your group?

First of all, we were involved in the project after a selection process based on an interview and a role play of a training session. One of the purposes of this was to build up a group where all languages taught in schools in the Trento area of Italy and all school levels could be represented. The resulting group was and is a wide collection of personalities, styles, competences and experiences. This makes our, mostly team-trained, sessions and workshops lively and deep.

We believe, and it has been proved by our training sessions, that the process underlying learning is the same no matter what school level you are in. The training teams were formed by putting together two trainers from different school levels and teaching different languages and this brought about a rich variety of modalities, options and perspectives.

Then we have also been fortunate enough to have had hundreds of hours of training to be teacher trainers. This is fairly uncommon.

### What does the future hold for you?

As we mentioned above, in December 2007 the project is due to end. We firmly believe that this project has enabled us to change our perspectives on teaching, teacher training and education. We have

moved away from the traditional lecture towards a generative form of teacher development, through dialogue, sharing information, reflective practice and so on. We would like to offer our expertise as trainers to the school system in order not to let such a motivated, resourceful and innovative group go to waste. But even if there is no training work for us at the end of the project, what we've learned and our beliefs will nevertheless inform our own teaching and our relationships both with learners and colleagues.

Alessandra Frizzera German, lower secondary  
 Anna Goio German, upper secondary  
 Bruna Feller German, nursery  
 Christine Zanoni French, upper secondary  
 Gabriele Schuhbauer German, primary  
 Gianfranco Giacomelli German, upper secondary  
 Gina Muscarà German, upper secondary  
 Marco Michelotti English, upper secondary  
 Maria Chiara Schir English, vocational  
 Maria Lorenza Mancin English, lower secondary  
 Maria Luigia Lorenzato English, primary  
 Michela Chicco English, primary  
 Miriam Predelli German, upper secondary  
 Monika Piazza German, primary  
 Pietro Callovi English, upper secondary

## It's a Wired World

In her regular column dedicated to technology and the teacher trainer, Nicky Hockly shows us where teacher trainers can find videos, both published and available online, to use in their training and for self-development purposes.

Back in the pre-Internet days it was difficult to find videos of real ELT classes to show our teacher trainees. Finding 'good' videos of sample classes was an expensive business if we decided to buy into published VHS/PAL videos\*, and the alternatives were either having our trainees observe live classes (already a requirement on most training courses), or to make our own videos. Although this last option has become much easier since the advent of digital hand-held cameras, many trainers and teachers remain wary of the technology involved.

The good news is that there is now a good range of material for trainers, either freely available online, or as part of inexpensive teacher development and resource books. In this issue, we take a look at some useful video resources for teacher trainers, in two areas: sample classes for trainees to watch, and self-development resource videos for both trainers and trainees.

[\* such as the Cambridge University Press 'Looking at Language Classroom' series (1997), which consists of 4 video cassettes]

### Videos of language classes

Gone are the days of having to film language classes in your own school with a shaky hand-held VHS camera, poor lighting, inaudible soundtrack, and both teacher and students suffering from stage fright. With the Internet, trainers now have access to a wide range of videos of real language classes, varying in quality from 'home-made' videos shot by teachers or students, to superbly filmed and professionally produced short films

A truly excellent resource for trainers is the UK-based **Teachers TV** ([www.teachers.tv](http://www.teachers.tv)). It has thousands of educational programmes as well as video recorded classes, which are professionally produced and freely available to watch. The classes include both primary and

secondary classes in all school subjects, and also some modern language classes such as French and German. Although there are very few resources dealing directly with EFL or ESL, the videos can be used to encourage trainees to look at issues such as lesson staging, classroom management, teaching younger learners, and so on. There are also many videos which show teachers using technology, such as podcasts, WebQuests, or interactive whiteboards – especially useful for the trainer (and her trainees) who would like to see how ICT (Information and Communications Technology) is being used in schools.

**TeacherTube** ([www.teachertube.com](http://www.teachertube.com)) is another useful video repository for trainers. Whereas Teachers TV (see above) is professionally produced, TeacherTube is the educational equivalent of YouTube – anyone can upload videos related to education. A lot of the videos available on TeacherTube showcase class work, or are produced by classes themselves, which means that one needs to search through the content to find useable videos, and they are of varying quality. However, uploaded videos have 'tags' (or key words) assigned to them, so the search function is fairly effective. A search for 'ESL class' takes you to several demo classes to see with trainees. There is a handy 'refine your search' function which allows you to add more tags to your search terms too.

Jeremy Harmer's recently reprinted teacher's resource book '**How to Teach English**' (Longman 2007) has a DVD of experienced teachers teaching EFL classes in the UK, good for demonstration purposes with trainees. Especially interesting are the interviews with the teachers themselves, after they were filmed teaching, in which they reflect on their lessons.

### Video tutorials

There are an ever-increasing number of **video tutorials** available on the Internet, which train viewers in how to use a range of ICT tools. This is a second area that trainers could find useful in their work, not only to get up to speed on how to use ICT tools themselves, but to show in training sessions, or to ask trainees to watch out of class time. For example, have you been wondering

how to use podcasts with learners? After reading last issue's article on podcasting (Vol 21 No 3), watch a tutorial on exactly how to use free podcasting software such as Podomatic, or how to install the audio program Audacity, online – we list below a number of good tutorial sites where you can do this.

The tutorial sites we recommend below have mainly been developed by individual EFL/ESL teachers and trainers. They are all early adopters of technology, and have been exploring ICT tools themselves in their teaching and training for years, so these videos provide good, clear step by step accounts of how to install and use ICT tools, always with the language teacher and trainer (and by extension the learner) in mind.

**Teacher Training Videos** ([www.teachertrainingvideos.com](http://www.teachertrainingvideos.com)): Russell Stannard's site includes general teaching and EFL teaching videos. The general teaching videos show you how to use blogs, wikis, PowerPoint, Delicious (a social bookmarking tool) among other useful products. The EFL training videos focus more directly on EFL – as well as more on blogs and wikis. Videos show you how to use video from the Internet with EFL classes, how to make worksheets fast, and several sites are recommended for teachers to use with learners – the videos show you how to exploit these.

**Learning Technology Teacher Development Blog** ([nikpeachey.blogspot.com](http://nikpeachey.blogspot.com)): Nik Peachey's blog site aims to help English language teachers use technology in their teaching – as such it is of interest to both trainers and trainees. If you browse through the monthly archives on the right hand side of the site,

you'll find a wealth of information on a wide range of tools with not only videos on how to install and use these tools, but useful practical tips and ideas of how they can be used in class. Topics covered in the video tutorials and demos include a look at free online pronunciation software, creating simple audiovisual materials with learners, using Second Life to teach English, and how to create an interactive online cloze test, among others.

The recent teachers' resource book **'How to Teach English with Technology'** (Dudeny & Hockly 2007), in the same Longman series as the Harmer book mentioned above, also includes a DVD with a number of video tutorials on ICT tools for wikis, blogs, and podcasts, as well as how to use RSS, Skype, simple authoring tools, and MS Word functions like 'track changes'.



Nicky has been involved in EFL teaching and teacher training since 1987. She is Director of Pedagogy of The Consultants-E, an online training and development consultancy ([www.theconsultants-e.com](http://www.theconsultants-e.com)). Nicky is also co-author of the new Longman title 'How to Teach English with Technology' (2007), which looks at the use of Podcasting with learners, as well as at other ICT tools in the classroom.

Nicky's training company The Consultants-E runs a variety of two- to ten-week online courses on a range of ICT tools for English language teachers and trainers.

## Training around the World



### Certification: A Must for English Teacher Training Programmes in China

By Chunmei Yan, China

#### Introduction

In China, as a result of rapid economic growth, there has been a boom in demand in all sectors both for in-service training and for corresponding certificates and titles. ELT teacher training has been no exception. In response to the increased demand, training providers have created hosts of in-service teacher training programmes of which there are two main kinds – those which lead to the award of certificates and/or titles which are explicitly and officially recognized by the Ministry of Education and various levels of educational departments and those which do not. On the whole, programmes of the former kind are more popular with English teachers who wish to pursue both higher qualifications and professional development. But there are other differences between the two kinds of in-service teacher training programmes and it is worth looking into them.

#### The current situation in more detail

Certification is an increasingly important concern for teachers at all levels in China, from primary schooling to higher education teacher. To become a primary school English teacher, a bachelor's degree in English language teaching is now necessary. The requirement for employment as a secondary school English teacher is a master's degree in applied linguistics for English language teaching. A doctorate is beginning to be

considered a requirement for all higher education English teachers. Without the appropriate academic qualification, teachers will find it more and more difficult to gain promotion.

It is under such pressure that teachers participate in training courses or academic courses. An important aim in doing so is to obtain a certificate which is locally and nationally recognized. On the whole, the number of people who are intrinsically motivated to 'recharge their batteries' from time to time in their career is still small. As

*"On the whole, the number of people who are intrinsically motivated to 'recharge their batteries' from time to time in their career is still small."*

Yan (2005: p.113) noted in her study of crucial factors affecting longer-term sustainability of cross-cultural in-service teacher training initiatives in China, main reasons why teachers decided to participate in them were: improvement of teaching, improvement of English, potential to help with one's career, a well-qualified project team, and the commitment and enthusiasm of the project team. Apparently, "enhancing professional expertise" and "upgrading their qualifications" were the two major expectations.

Institutions of higher education offer three principal options although not all are open to teachers at a given level in the educational system:

- One option is a three-year full-time master's programme in English language teaching. It