

The System of Professional Development of Teachers of English

based on the Cambridge English Teaching Framework

webinar with Svitlana Drobotenko

**Never stop learning,
because life never
stops teaching**

Cambridge English
Teaching
Framework

Рамка безперервного
професійного
розвитку вчителів
іноземних мов,
(Британська Рада і МОН
України)

The System of
Professional
Development of
Teachers of English

Categories of professional development



**LEARNING AND
THE LEARNER**



**TEACHING,
LEARNING AND
ASSESSMENT**



**PROFESSIONAL
DEVELOPMENT
AND VALUES**



**LANGUAGE
ABILITY**



**LANGUAGE
KNOWLEDGE AND
AWARENESS FOR
TEACHING**

Learning and the Learner

- language learning theories and concepts;;
- learning preferences, styles, multiple intelligences, special needs, affect;
- differences in types of learners and teaching context.



Teaching, Learning and Assessment

- planning and managing language learning,
- effective use of learning resources,
- teaching language systems and skills,
- assessing learning.



Professional Development and Values

- teacher learning,
- classroom observation,
- professional development,
- critical reflection.



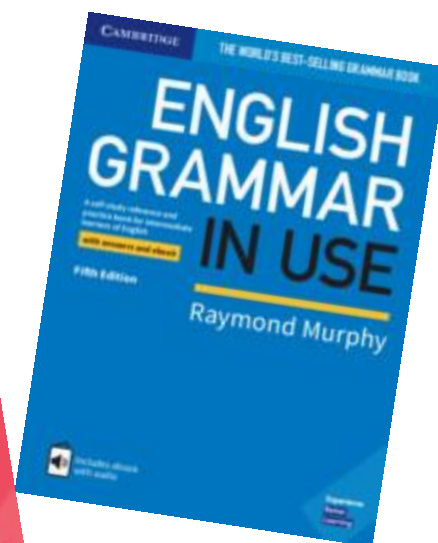
Language Ability

- language points taught at different levels of the CEFR
- accurate and appropriate language usage for interacting with learners and other teachers.



Language Knowledge and Awareness for Teaching

- key terms and concepts to describe language,
- strategies to check and develop language awareness,
- knowledge application to facilitate language learning.



Categories of professional development



LEARNING AND THE
LEARNER



TEACHING, LEARNING
AND ASSESSMENT



PROFESSIONAL
DEVELOPMENT AND
VALUES

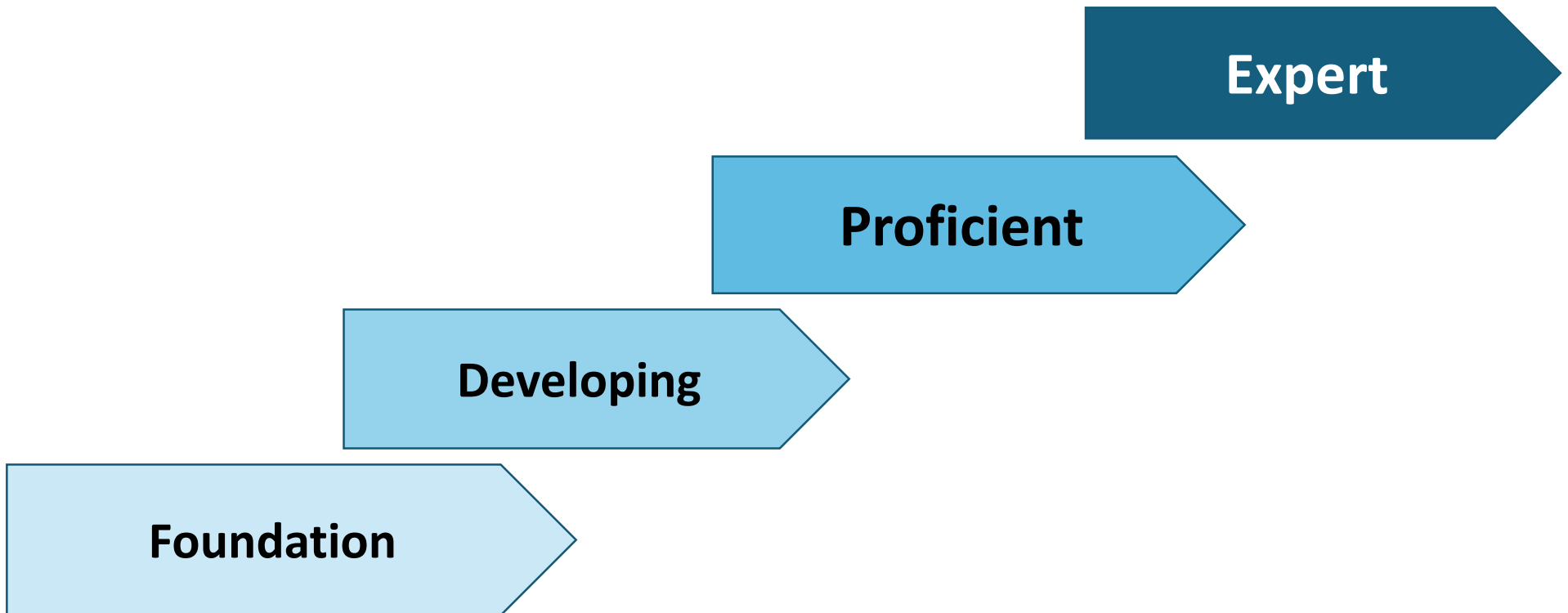


LANGUAGE ABILITY



LANGUAGE KNOWLEDGE
AND AWARENESS FOR
TEACHING

Stages of professional development



Stage Descriptors

Stages	Foundation	Developing	Proficient	Expert
Learning and the learner	Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching.	Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching.	Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching.	Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, learning and assessment	Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning.	Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning.	Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning.	Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Professional development and values	Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs.	Can reflect on a lesson without guidance and respond positively to feedback. Can self-assess own needs and identify some areas for improvement.	Can reflect critically and actively seeks feedback. Can identify own strengths and weaknesses as a teacher, and can support other teachers.	Consistently reflects critically, observes other colleagues and is highly committed to professional development. Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.
Language ability	Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate.	Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson.	Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language knowledge and awareness	Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials.	Has reasonable knowledge of many key terms for describing language. Can answer most learner questions with the help of reference materials.	Has good knowledge of key terms for describing language. Can answer most learner questions with minimal use of reference materials.	Has sophisticated knowledge of key terms for describing language. Can answer most learner questions in detail with minimal use of reference materials.

Which category does this descriptor belong to?

- developing the habit of self-assessing own development related to one's career goals, and using this to select appropriate activities and participating in them in an appropriate way in order to achieve own goals.

Categories:

1. Learning and the learner
2. Teaching, learning and assessment
3. Professional development and values
4. Language ability
5. Language knowledge and awareness

Which stage does this descriptor belong to?

- Requires guidance in self-assessing own needs, and may participate in professional development opportunities if and when encouraged.

Stages:

a) Foundation

b) Developing

c) Proficient

d) Expert

Professional development

a) Foundation	b) Developing	c) Proficiency	d) Expert
Requires guidance in self-assessing own needs...	Can self-assess own needs and identify some areas for improvement..	Can identify own strengths and weaknesses as a teacher and can support other teachers..	Is highly aware of own strengths and weaknesses and actively supports the development of other teachers..

Linguist Professional Development Self-Evaluation Form

СИСТЕМА ПРОФЕСІЙНОГО ВДОСКОНАЛЕННЯ
ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ
**CAMBRIDGE ENGLISH
TEACHING FRAMEWORK**

<https://training.linguist.ua/cambridge-english-teaching-framework-cetf/>

1. Learning and the learner

1.1. I am aware of differences in types of learners and teaching contexts *

	1. Not yet	2. Not much	3. Quite well	4. Fully aware
young learners vs. adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
monolingual vs. multilingual classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Take a test](#)

The System of Professional Development

- identify where you are in your development
- plan where you would like to be
- identify what you can do to get there.



Our Products

**Teaching Young
Learners/ Teens**

Teaching Adults

Teaching Kids

**Language for
Teaching**

EMI
(English as a Media
of Instruction)

Summer School

Teaching Young Learners/ Teens

Foundation

- Understanding Learners
- Teacher Language
- Planning Lessons (outcomes)
- Classroom Management
- Teaching Skills 1
- Teaching Grammar & Vocabulary
- Assessment for Learning
- Continuous Professional Development (CPD): lesson observation and analysis

Developing

- Motivating Learners
- Teaching Communicatively
- Planning Lessons (selection of activities)
- Error Correction and Feedback
- Teaching Skills 2
- Teaching Pronunciation
- Assessment with Technology
- Task-Based Learning
- CPD: reflection on teaching and learning

Proficient

- Teaching Mixed-Ability Classes
- Planning Courses
- Inclusive Learning 1
- Using Authentic Materials
- Teaching Discourse
- Exam Preparation Strategies
- Project-Based Learning
- 21st century skills
- CPD: Action Research

Expert

- Inclusive Learning 2
- Exam Preparation Strategies (CAE, CPE)
- Teaching Soft Skills
- CPD: Teacher's roles and responsibilities
- Becoming a Trainer

Teaching Adults

Foundation

- Understanding Learners
- Teacher Language
- Teaching 1-2-1
- Planning Lessons (outcomes)
- Classroom Management
- Teaching Skills 1
- Teaching Grammar & Vocabulary
- Assessment for Learning
- Lesson observation and analysis

Developing

- Motivating Adult Learners
- Task-Based Learning
- Planning Lessons (selection of activities)
- Error Correction and Feedback
- Teaching Skills 2
- Teaching Pronunciation
- Teaching CLIL 1
- CPD: reflection

Proficient

- Teaching Mixed-Ability Classes
- Teaching CLIL 2
- Planning Courses
- Using Authentic Materials at lessons
- Teaching Discourse
- Exam Preparation Strategies
- Project-Based Learning
- 21st century skills
- CPD: Action Research

Expert

- Teaching ESP
- Exam Preparation Strategies (CAE, CPE)
- Teaching Soft Skills
- CPD: Teacher's roles and responsibilities
- Becoming a Trainer

Teaching Kids

4 – 7years old

Pre-Primary and
1st Class (NUSH)



Language for Teaching

Modules:	General English	English for the Teacher
1. Language for the Classroom		
2. Language for teacher-learner communication		
3. Language for the professional		

Levels A2, B1 and B2

[Деталі курсу](#)

Certificate in EMI skills

Module 1 – Language for lectures

Module 2 – Language for seminars

Module 3 – Language for small groups and practical sessions

Module 4 – Language for tutorials and supervision

Module 5 – Language for online communication

Module 6 – Language for evaluation and feedback

Module 7 – Language for developing and extending professional roles

Module 8 – Language for fulfilling professional responsibilities

Summer Schools

	Day 1	Day 2	Day 3	Day 4	Day 5
	“Knowing You, Knowing Me”	“Don’t tell them, ask them!”	“In my experience”	“Words, Words, Words!”	Learning to Learn
Language in context	Important Events	Questions we ask	Life experiences	Expressing similarity and differences	Describing learners
Methodology	Classroom English	Elicitation, CCQs, ICQs	Teaching grammar	Teaching vocabulary	Learner Autonomy
Reflection	Reflection on action	Reflective discussion	Action planning	Post-lesson self-evaluation	Self-assessment

Uzhgorod 6 – 10 July

Kamianets-Podilskyi 08 – 13 August



25 – 27 June

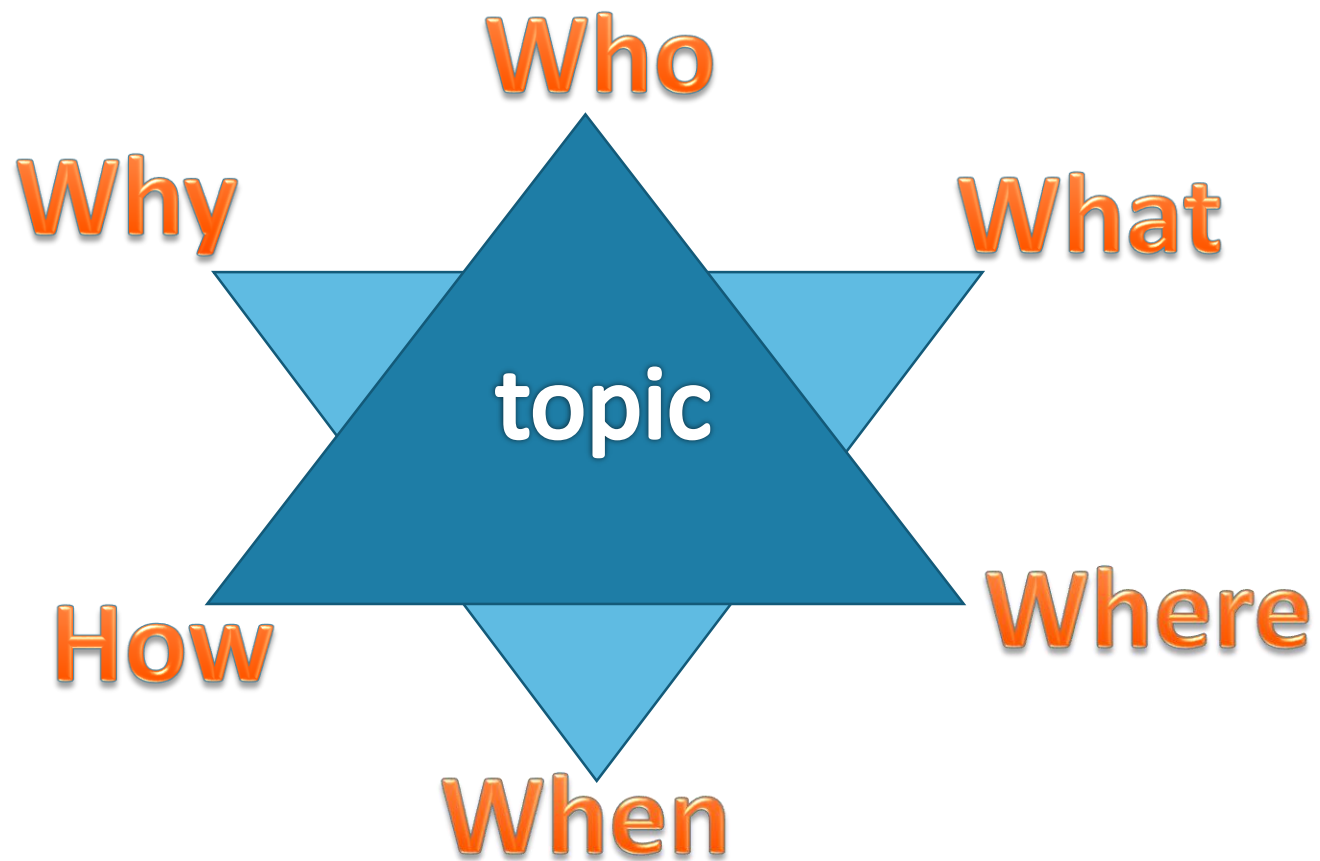
SALE

<https://training.linguist.ua/linguist-sale/>

Activities from our Courses



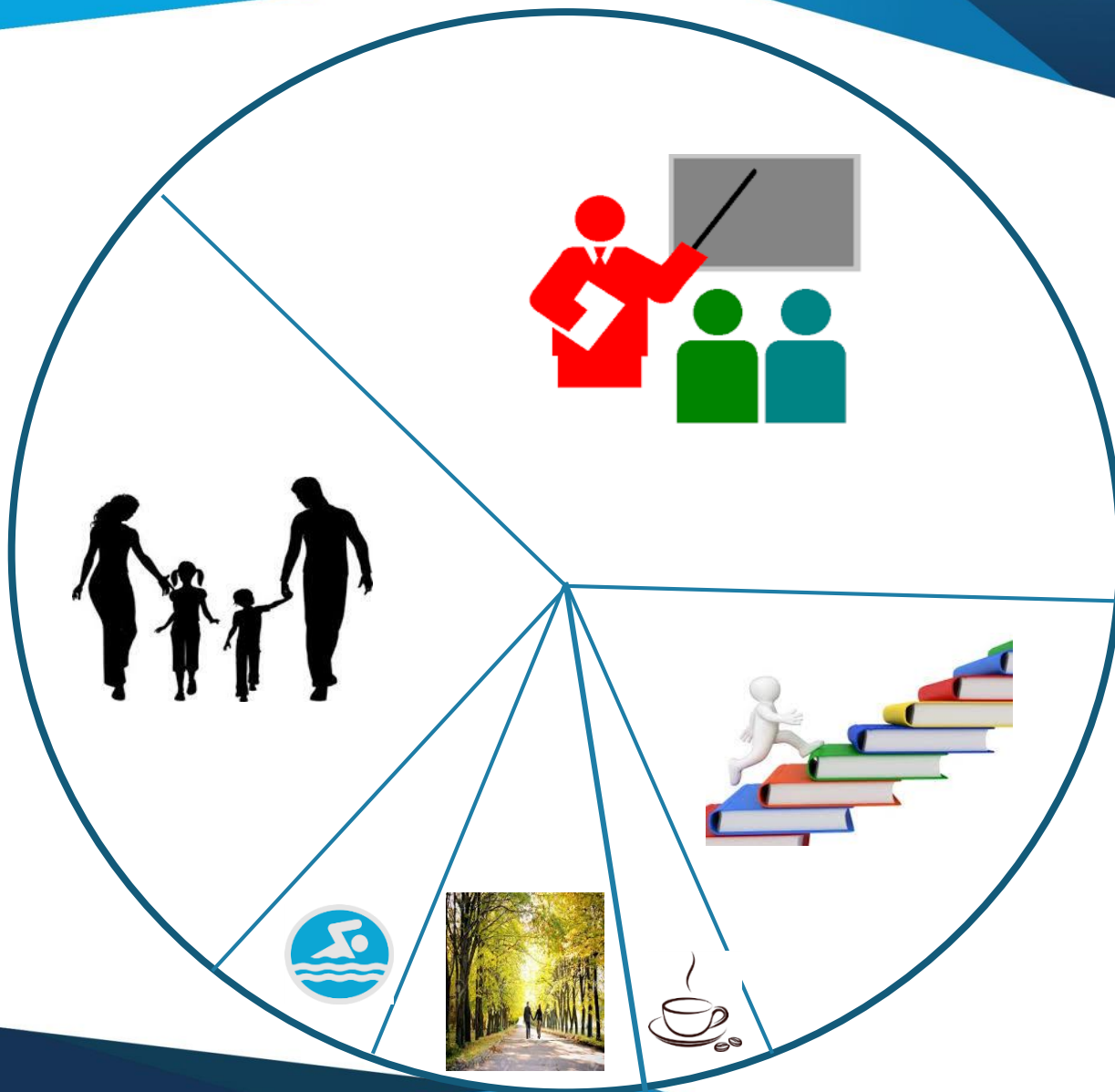
Activity: Star-bursting



Activity: Talk when the music stops



Activity: Pizza slices of my Life



Q & A' time

**“Continuous improvement
is better than
delayed perfection”**

Mark Twain