

Webinars and related research for teacher educators

June 2023



Description	Webinar Presenter	Professional Practice	Link to webinar details / recording	Key research reading
<p>What competences do teacher educators need in supporting teachers online?</p> <p><i>The first webinar in our interactive series is facilitated by Simon Borg, one of the world's leading experts in teacher education. Simon talks through the insights from his recent research into the range of competences teacher educators need in the online environment to support teachers effectively.</i></p>	Simon Borg	Supporting remote learning	https://www.teachingenglish.org.uk/article/which-competences-do-teacher-educators-need-supporting-teachers-online	How to guide
<p>Gender in language teacher education</p> <p><i>The second webinar in our interactive series is facilitated by Laura McWilliams, a teacher educator at the British Council who uses her experience, insight and passion to discuss some of the key questions relating to gender in teacher education. Laura takes a practical look at issues of bias and representation in the materials, language and interaction patterns we use in the training room and suggests simple ways for teacher educators to promote gender equality.</i></p>	Laura McWilliams	Adopting inclusive practices	https://www.teachingenglish.org.uk/article/gender-language-teacher-education	Creating an inclusive school environment
<p>How can teacher educators encourage teachers to engage with research?</p> <p><i>The third webinar in our interactive series is facilitated by Daniel Xerri, Senior Lecturer in TESOL at the University of Malta. Daniel discusses the nature and value of research in informing teaching behaviour and provides some practical guidance and training room tips for teacher educators looking to encourage teachers to become more research engaged. The webinar covers the main points contained in Daniel's recently published How to guide for teacher educators on this theme.</i></p>	Daniel Xerri	Contributing to the profession	https://www.teachingenglish.org.uk/article/how-can-teacher-educators-encourage-teachers-engage-research	How to guide
<p>How can teachers best be supported to overcome barriers to accessing the online environment?</p> <p><i>The fourth webinar in our interactive series takes is facilitated by Hala Ahmed, Lucy Norris and Karen Waterston. They give practical examples of how teacher educators can help teachers to get online – for teaching and learning, and how to support teachers in overcoming affective, competence and infrastructural barriers.</i></p>	Hala Ahmed Lucy Norris Karen Waterstone	Supporting remote learning	https://www.teachingenglish.org.uk/article/helping-teachers-access-online-environment	Integrating ICT
<p>How can teacher educators encourage motivation, a sense of identity and resilience?</p> <p><i>The fifth webinar in our interactive series is facilitated by Mark Almond, Senior Lecturer in the Centre for Language and Linguistics at Canterbury Christ Church University, UK. Mark discusses some practical activities that teacher educators can integrate into their support for teachers that contribute to developing enduring motivation, a sense of professional identity and resilience. The webinar covers the main points contained in Mark's recently published How to guide for teacher educators on this theme.</i></p>	Mark Almond	Understanding teacher learning	https://www.teachingenglish.org.uk/article/how-can-teacher-educators-encourage-motivation-sense-identity-and-resilience	How to guide
<p>The role of teacher associations in teacher education</p> <p><i>The sixth webinar in our interactive series is facilitated by Eric Ekembe, Senior Lecturer in the Department of English at the Higher Teacher Training College (ENS) Yaounde, Cameroon. Eric discusses the role and value teacher associations have in teacher education, the challenges they face, the opportunities they provide and what the</i></p>	Eric Ekembe	Contributing to the profession	https://www.teachingenglish.org.uk/article/role-teacher-associations-teacher-education	Partnered Remote Language Improvement (PRELIM) project report

<p>future may hold. Eric draws on his own and existing research to provide insight, examples and practical guidance for teacher educators on how they can contribute to and benefit from country-based professional associations of English language teachers.</p>				
<p>Helping teachers who have learners with Special Educational Needs and Disabilities – practical advice for teacher educators</p> <p>The seventh webinar in our interactive series is facilitated by Phil Dexter, editor of the Teacher Trainer Journal and a leading expert in SEND and teacher education. Phil discusses the main points contained in his recently published <i>How to guide for teacher educators on SEND</i>; providing a theoretical framework and training room ideas and guidance for teacher educators looking to strengthen their support for teachers in this challenging key competence area.</p>	<p>Phil Dexter</p>	<p>Adopting inclusive practices</p>	<p>https://www.teachingenglish.org.uk/article/helping-teachers-who-have-learners-special-educational-needs-and-disabilities</p>	<p>How to guide</p>
<p>Teacher development with a focus on self-directed learning</p> <p>The eighth interactive webinar is facilitated by Annamaria Pinter, a Reader at the Department of Applied Linguistics at the University of Warwick and Rama Mathew ELT consultant and retired Professor of Education from the University of Delhi. During the webinar they define and discuss self-directed learning and autonomy in English language classrooms as relevant for both teachers and learners and discuss how teachers participating in action research projects, i.e. exploring their own practice in collaboration with their learners, has the potential to accelerate their development and facilitate sustainable self-directed learning.</p>	<p>Annamaria Pinter and Rama Mathew</p>	<p>Taking responsibility for own PD</p>	<p>https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teacher-educator/teacher-development-focus-self-directed-learning</p>	<p>Children and teachers as co-researchers in Indian primary English classrooms</p> <p>And Children and teachers as co-researchers: A handbook of activities</p>
<p>Artificial Intelligence - opportunities and challenges</p> <p>In this ninth interactive webinar Nik Peachey, Director of Pedagogy at PeacheyPublications, discusses some of the opportunities and issues around the recent controversial developments in artificial intelligence and their potential impact on language learning and teacher education. He draws on his recent research into ChatGPT and its applications within language teaching and suggests practical ways that both teachers and teacher educators can exploit the benefits of this new generation of AI technologies whilst being aware of its potential to disrupt many of the established norms that have been the mainstay of classroom education for centuries.</p>	<p>Nik Peachey</p>	<p>Supporting Remote Learning</p>	<p>https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teacher-educator/artificial-intelligence-opportunities-and</p>	<p>AI writing tools and education: what teachers need to know in 2023</p>
<p>How can we help teachers alternate between languages in the classroom effectively?</p> <p>In this tenth interactive webinar Tony Capstick, Associate Professor of Language and Migration at the University of Reading in the UK and Abbas Rashid Director of SAHE Pakistan, discuss the concept of translanguaging – the dynamic use of more than one language - in relation to classroom practice. They draw on their and others' research to discuss instances of translanguaging in the classroom and suggests practical ways for teacher educators to help teachers make good pedagogical choices and generate learning benefit from the linguistic competences and diversity present in many (language learning) classrooms throughout the world.</p>	<p>Tony Capstick Abbas Rashid</p>	<p>Understanding the educational context</p>	<p>https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teacher-educator/how-can-we-help-teachers-alternate-between</p>	<p>Using multilingual approaches - moving from theory to practice</p>

