

PANEL DISCUSSION

SLTED 2024

Title

Initial English Language Teacher Training – Time to tinker around the edges or change completely?

Abstract

Are current teacher training options in a post-Covid world still relevant?

Are current teacher training options in a post-Covid world still relevant? This panel will provide a short description of their experience with initial English teacher training courses and give their views on potential future directions, taking into consideration recent innovations (e.g., onsite, online, hybrid, and flipped courses). We will attempt to address the complex relationship of initial training, which makes it necessary to consider what kind of changes may be needed to ensure that training remains useful, context-appropriate, and of sufficient quality relevant to the changing demographics and needs of teachers. We will also consider the extent to which training is providing participants with the autonomy and resilience to cope in a professional world where career precarity may be increasing. Please come along and share your views, as there will be ample opportunity in the workshop part to voice your opinions, ask questions, and debate.

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PANEL SPEAKERS

Judie Hudson is a CELTA Tutor and Assessor and works as a consultant at the University of Hawai'i, USA. She holds a CELTA, Delta and a Masters. She started her teaching career in Switzerland in 1976 and has since worked in a variety of countries and contexts. She enjoys challenges and trying out new ideas. Her special interests are helping learner teachers excel in the classroom. She always has Cuisenaire Rods on hand.

Manana Khvichia based in Tbilisi, Georgia is a CELTA & DELTA Tutor and her degree is in Educational Management. She works as the Director of Studies in a private language school (International House) in Tbilisi. She has trained in-service teachers in different countries and contexts (Online and face to face training courses) since 2010. She is particularly interested in Reflective Practice and its role in Teacher Education and Development.

Nikki Fortova is based in Brno, Czechia, working in teacher education at the Department of English and American Studies, Masaryk University. Her research focuses on using technology in language teaching and learning and acquiring a second language. She is a CELTA trainer, Cambridge examiner, and Oxford Teachers' Academy trainer. In all these roles, she works with pre- and in-service teachers.

Linda Nepivodova, based in Brno, works as an assistant professor at the Department of English and American studies, Masaryk University, Czech Republic. She is a CELTA trainer and a Cambridge examiner team leader for Brno and Jihlava regions for the British Council. Her research interests include testing and assessment, second language acquisition and her overall aim is for teacher education at university to be useful, realistic and meaningful.

Anna Hasper is a PhD candidate in Applied Linguistics at the University of Auckland. She holds an MA in Public Administration, an MEd in Education, a DELTA and CELTA and a PGCE in Primary teaching. She is a DELTA & CELTA tutor and Cambridge Assessor. Over the last 23 years, she has worked in a range of global teaching and training contexts for Ministries, the British Council and leading educational publishers. Her research interests are teacher educator professional learning and educational psychology. Her research on CELTA tutors transitioning to Fully Online tutoring in 2021, co-authored with Gary Barkhuizen, was published in the ELT-Journal in 2023.