

## Course design and evaluation in primary teacher education

Gail Ellis and Carol Read

### 1. Introduction

This chapter explores course design and evaluation in primary teacher education by reporting on a study of a primary teacher training course that ran annually for 20 years. The aim of the study was to investigate whether the consistently positive, short-term evaluations of the course lasted over the longer term.

The chapter starts with a brief review of literature relating to evaluating and measuring course impact and teacher cognition. It also looks at short, primary English language teacher training courses that are currently available. The section on course design and methodology includes an outline of the diverse participant profile and a discussion of six key principles that underpinned the design, content, methodology and delivery of the course. The research methodology used in the study to evaluate short and long-term impact of the course is also described.

The discussion investigates whether the positive short-term impact reflected in end-of-course evaluations had any lasting long-term impact on participants' memories of the course and their perceptions of their professional practice. The investigation of the long-term impact uses an evaluation framework that draws on quantitative and qualitative data from five perspectives: relevance, scale, learning, action and wider benefit (Kirkpatrick, 1996). This data reveals four salient features of the course that made it memorable and effective for participants in the longer term. It also reveals some unintended outcomes and suggests areas where there is room for improvement. The conclusion summarises the findings of the study and highlights the importance of planning for short and long-term evaluation from the outset.

The course was an annual, 30-hour, face-to-face, one-week, fee-paying course conducted in English. The course aimed to develop theoretical understanding and practical classroom skills in teaching English to children. It was designed to give experienced teachers an opportunity to get new ideas and explore current issues in primary English language teaching (PELT). For teachers with less experience, it was designed to develop confidence and competence in working with children. There was no observation, teaching practice or assessment on the course and no external validation, although participants received an end-of-course attendance certificate.

## 2. Literature review

### 2.1 Course evaluations

End-of-course evaluation is a widely used form of assessing the short-term impact of a course. It encourages participants to reflect on their experiences of the course immediately upon completion. However, such evaluation is narrow in its scope, in that it is limited to finding out whether participants were satisfied in their expectations and had their needs met. End-of-course evaluation also provides trainers with feedback on whether any modifications are required.

Wiseman (2014) points out that most evaluations of courses and projects take place during and immediately after delivery or completion. They do not usually include plans to assess the impact of the project on the participants themselves or to review the project after a longer period of time. Wiseman states that the reason for this is at least partly related to cost and asserts that any long-term study needs to be factored in and budgeted for from the outset.

Evaluation of the long-term impact and effects of teacher education courses in ELT is surprisingly rare, although some studies amongst teachers in China (Edwards and Daguo, 2011) and Turkey (Uysal, 2012) have been conducted. Wiseman (2014) describes an analysis of the long-term impact of a Continuing Professional Development (CPD) programme in Bulgaria and reports on intended outcomes of the programme, as well as some unintended ones. Wiseman's study spans 12 years with seven trainers and focuses on re-evaluating the programme by analysing the trainers' life stories using narrative history as a methodology. Wiseman's study recognises the value of teacher cognition and reflects a focus on personalising evaluation.

### 2.2 Teacher cognition

Borg (2009) defines teacher cognition as understanding what teachers think, know and believe and the relationship of these constructs to what teachers do. Interestingly, Borg says, much of the work on teacher cognition available has been conducted with teachers (often native speakers of English) working with adult learners in university or private school settings where classes are small. There has been much less work in primary and secondary state school contexts, where non-native speakers of English work with larger classes of learners. The area of young learners has been particularly under-studied from a teacher cognition point of view.

Borg's (2011) own impact evaluation study of in-service teacher education on language teachers' beliefs took place during an intensive eight-week in-service teacher education programme in the United Kingdom and explored the beliefs of six English language teachers. All six were female, British, and worked in private language institutions. The course was the Diploma in English Language Teaching to Adults (DELTA) and the study was funded by Cambridge ESOL.

McLaughlin (2013) is one of the few researchers to explore teacher cognition in young learner teachers. McLaughlin asserts that “cognitions lie at the heart of all young learner EFL teaching given that they form the basis of teachers’ decisions and actions” (McLaughlin, 2013: 24) and identifies three main roots for this. These are: firstly, in teachers’ own past experience as learners at school; secondly, in the training they receive during teacher training courses; and thirdly, in the teaching context in which teachers are placed during their initial teaching experience. McLaughlin’s research involved four in-depth case studies of young learner teachers working in a private academy. This revealed that the “input the young learner trainee teachers receive on training courses is rarely grounded in actual accounts of what teachers do in young learner classrooms and how they make sense of their work” (McLaughlin, 2013: 26). McLaughlin maintains that “introducing trainees to this will afford them a better understanding on how their own beliefs will guide and influence their classroom practices” (McLaughlin, 2013: 26).

The study described in this chapter is innovative in that it captures data from 125 teachers spanning 20 years. The study focuses on personalised evaluations by exploring teachers’ memories and perceptions of the course and how it relates to their classroom practice in the longer term. It also reports on the impact of intended outcomes, as well as unintended ones (Wiseman, 2014: 314), which are both personal and professional.

### 2.3 Review of in-service PELT training/teacher education

There are surprisingly few in-service PELT training courses currently available, despite the ongoing global repositioning of English as a basic skill (Graddol, 2006) and the subsequent introduction of English to ever more and ever younger children, which Johnstone (2009:33) describes “as possibly the world’s biggest policy development in education”. In-service training aims vary widely with the teacher’s needs, previous training and changes in government policy. For many PELT teachers there is a commonly felt need to improve both teaching and language skills.

To address these needs, ministries of education in many countries have placed greater emphasis on the provision of in-service training. For example, all countries partaking in the English Language Learning in Europe (ELLiE) project (Enever, 2012: 28) have made some provision for language upskilling and provide short courses and workshops in age-appropriate foreign language teaching skills. In addition, private providers have designed face-to-face courses for specific groups, or courses which are targeted at wider audiences via online or blended delivery.

Internationally recognised qualifications are limited. The Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) may include a partial focus on primary language teaching. Teachers who hold the Cambridge English Certificate in English Language Teaching to Adults (CELTA) and wish to gain a PELT qualification can follow the Cambridge young learner Extension to CELTA. This is a two-week course, which includes four hours of teaching practice, observation of experienced teachers in the classroom and completion of a range of practically focused written assignments.

Other options for PELT training include courses and certificates offered by providers such as the British Council, International House and Pilgrims. Two examples are the British Council's moderated course, Primary Essentials, for teaching children aged 7–11 years, and the Certificate in Primary English Language Teaching (CiPELT), which consists of three 30-hour independent modules (*Ready, Steady, Go*) each covering the teaching of one primary-age group (5–7, 8–9, 10–11).

The course on which this study focuses pre-dates the above courses and was developed in 1994 in order to support PELT at a time when foreign languages were being introduced into the primary curriculum for the first time in many countries in Europe and elsewhere.

### 3. Course design and training methodology

#### 3.1 Background

The course attracted a diverse range of participants resulting in highly heterogeneous groups in terms of age, nationality, qualifications, background, stage of career and teaching context (e.g., state or private schools). They also had widely differing skills, knowledge and experience in PELT. However, more than 90% were female, reflecting global trends in PELT and in line with response data from recent studies (Garton, Copland and Burns, 2011; Emery, 2012). The large majority also attended voluntarily and shared high levels of personal motivation and professional commitment to learn how to teach children effectively. Over 20 years, a total of 670 people attended the course.

#### 3.2 Training needs

Training needs were assessed from registration forms that provided information on personal and professional background, qualifications and experience, ages and levels taught, teaching materials used and special areas of interest and expectations. Data revealed that while some participants had never taught children, others had taught secondary or adult students. In the case of teachers who had primary experience, some stated they used course books and were familiar with teaching grammar but had little understanding and confidence of how to develop oral/aural skills. Others recognised the value of activities such as songs and chants but were not sure how to use them. Data also revealed that many participants felt they lacked sufficient understanding of how children learn and the skills needed to manage classes of children. Many said they were interested in finding out about resources available for teaching children and how to select them appropriately. Above all, participants generally stated that they had limited knowledge of teaching techniques suitable for children of different ages and levels and lacked confidence in putting them into practice. In order to clarify and establish training needs and expectations collectively as a group, these were further explored in an introductory activity, written up and displayed throughout the course for reference.

### 3.3 Course design

The diversity of participants and their training needs presented a challenge in terms of course design, content, methodology and delivery.

#### 3.3.1 Principles

To address this challenge, six key principles that underpinned all aspects of the course were established at the outset. These were:

- to surface participants' beliefs, knowledge and understanding at the beginning of sessions in order to establish a shared collective starting point and lead to new learning (Borg, 2006);
- to provide a cycle of theoretical input, practice and reflection in order for participants to understand the rationale behind different classroom techniques and procedures and how to use and evaluate them (Hohmann, Epstein and Weikart, 2008);
- to maximise involvement by fully acknowledging participants' individual background, experience and knowledge so they become co-owners of the learning community and part of a mutual teaching and learning resource (Fisher, 2005);
- to focus on developing three key competencies within each session in order to keep learning realistic and manageable within the short time frame of the course. These were also used at the end of the course for self-assessment and continuing professional development (see Appendix 1);
- to develop participants' professional confidence and self-esteem, and encourage them to take ownership of personal learning outcomes (Dornyei, 2001);
- to develop a spirit of enquiry and critical awareness so that participants engage systematically in monitoring and improving their professional practice (Widdowson, 1984).

#### 3.3.2 Content

The core components of the course are listed in Figure 2 on page 123. These were selected to equip teachers with the knowledge, skills and strategies to be effective classroom practitioners with children (Brewster, Ellis and Girard 2002; Read, 2007). In addition, there were a number of related themes which were integrated into the course sessions. These included the role of L1, listening, speaking, reading and writing skills, managing diversity, communicating with parents, ICT and the use of arts, crafts and drama.

Sessions varied in length from 75 minutes to three hours. Following the course principles, each session aimed to develop three key competencies linked to knowledge, skills, attitudes and awareness. The organisation of sessions around three key competencies was designed to lead to personal learning that was relevant and transferable to participants' individual teaching contexts.

### 3.4 Course methodology

The methodology was structured around a plan-do-review cycle (Hohmann Epstein and Weikart, 2008) in order to combine personal reflection and experimentation and to develop participants' critical awareness of effective primary practice. This cycle also demonstrated a methodology that is relevant to the primary classroom. The methodology included a balance of theory and practical implementation of age-appropriate techniques and materials (e.g., Brewster, Ellis, and Girard, 2002; Read, 2007) followed by analysis and reflection.

It also aimed to convey to participants the importance of creating conditions in the classroom that promote natural acquisition and learning. This was achieved via a combination of trainer input, practical demonstrations, experiential learning, problem solving, discussion activities, and creative thinking tasks (Ellis and Read, 2006).

### 3.5 Delivery

In order to be able to put the course principles into practice effectively, participants were asked to change partners and groups regularly so that they could learn, share and benefit from each other's varied experiences. The following training strategies and behaviours (adapted from Woodward, 1992 and Waters, 2000) were also adopted:

- Establishing shared understandings – trainers aimed to ensure participants understood the learning objectives of each session and achieved outcomes, which were perceived to be personally relevant to their own context.
- Implementing a plan-do-review cycle – trainers encouraged participants to analyze and reflect on activities and sessions, and provided opportunities for discussion on how materials and techniques can be adapted to individual contexts.
- Creating and maintaining the learning community – trainers aimed to create an atmosphere of mutual rapport and respect, in which participants felt valued, shared control of the learning environment and were active partners in shaping their learning experience.
- Organising training – trainers aimed to ensure learning was realistic and manageable, clear and accessible, they were well-prepared and had well-organised resources.
- Personalising training – trainers were sensitive to participants' individual needs, confidence and self-esteem and linked learning to their individual contexts.
- Dialogic training and learning – trainers encouraged frequent interaction, analysis and reflection in order to advance participants' learning and understanding.

### 3.6 Research methodology

The study was based on immediate feedback questionnaires (Appendix 2) completed at the end of each course (ECE) to evaluate short-term impact, and an investigation into long-term impact using mixed methods to capture both large-scale longitudinal evidence and in-depth qualitative evidence.

The end-of-course evaluation questionnaire to measure short-term impact (Appendix 2) asked participants to rate course attributes and sessions using a five-point Likert scale whereby 1 = Not interesting/useful and 5 = Very interesting/useful. Data from end-of-course evaluations completed by all course participants from 1994 to 2012 was systematically reviewed.

Long-term impact was measured from five perspectives: relevance, scale, learning, action and wider benefit, adapted from the approach to evaluating training programmes first developed by Kirkpatrick (1996).

An online evaluation survey (OES) was designed to find out the impact the course had on participants' professional practice, their school or institution and their wider context. The survey also asked for suggestions for improving the course in the future. It was sent to approximately 300 course participants, dating back from 2012 to 1994, for whom valid email addresses were available. A total of 125 respondents completed the survey, representing 19% of the total of 646 recorded participants at the time of the survey and 42% of those contacted. In addition, 20 participants from previous courses dating back to 1997 attended two semi-structured focus groups (FG) conducted by two external consultants in June 2013. This was for the purposes of evaluating long-term impact; the training course, which ran on the same annual dates and in the same venue, was considered to be the same course.

Although participants were different each year, the course retained the same design principles, core sessions and methodology and was delivered by the same two main trainers. The study captured data from participants who attended the course from one to 18 years ago in order to obtain a wide cross-section of responses. However, the study does not make an analytical distinction between the number of years elapsed since doing the course.

## 4. Results and discussion

### 4.1 Immediate evaluation

Results from the immediate end-of-course evaluation (ECE) questionnaires (Appendix 2) consistently showed high ratings of over 4.5 for all sessions and comments reflected a strong motivation and enthusiasm by trainees (T) to put learning into practice:

“Inspirational! I want to put all these great ideas to use now!” (T5, ECE, 2012)

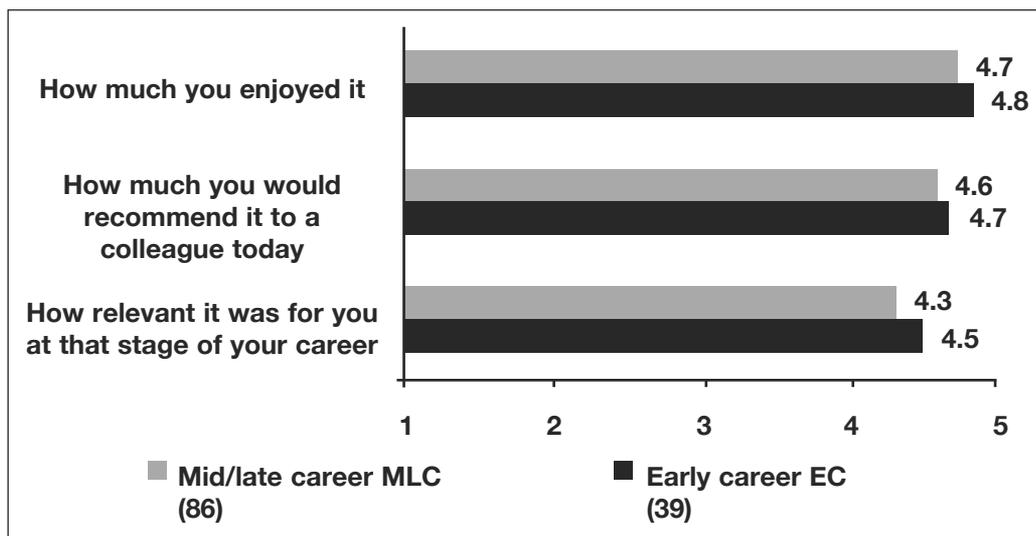
In order to determine whether this positive, short-term evaluation and impact endured over time, research into participants' memories and feelings about the longer-term influence and impact of the course on their professional lives and classroom practice was carried out in 2013.

## 4.2 Long-term evaluation

Findings from the online survey and focus groups are considered with reference to the five perspectives identified for analysis and with a particular focus on learning and action.

### 4.2.1 Relevance and scale

Relevance refers to whether the course was designed appropriately to meet participants' needs and expectations. The data show that participants working in the public and private sectors found the course equally enjoyable and relevant. Although there is high perceived relevance for all participants, Figure 1 shows a slight indication that those at an early stage of their career found the course more relevant.



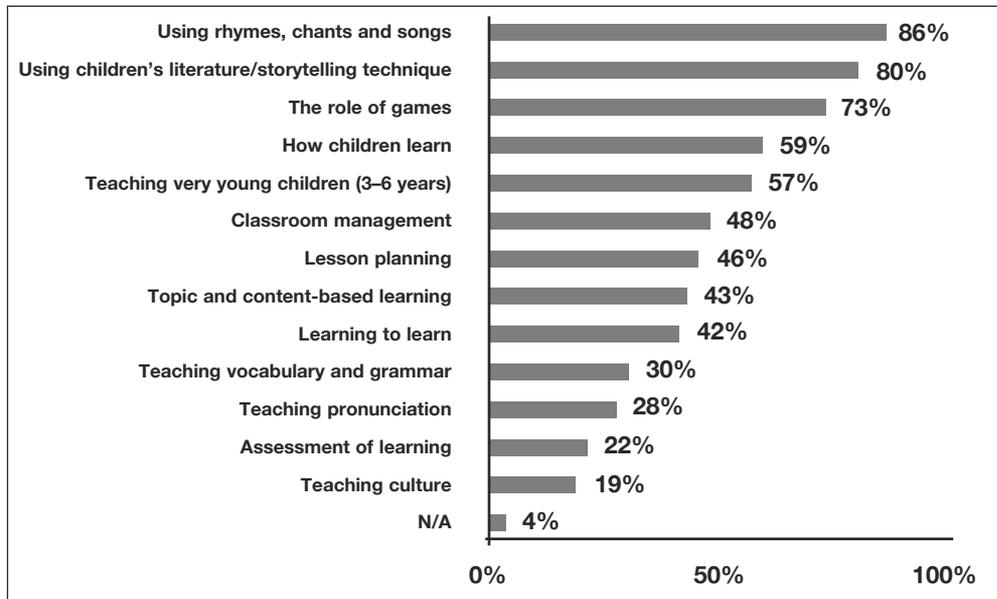
**Figure 1: Overall course ratings (mean score 1–5) by career stage at time of participation**

Source: Evaluation Survey (2013); (n=125)

Scale refers to the number of people the course reached and whether this is significant in terms of attendance. From 1994 to 2012, there was a yearly average participation of 36. For a one-week, annual, fee-paying, face-to-face course delivered by two main trainers, this is a reasonable scale.

### 4.2.2 Learning

Learning in the evaluation framework refers to whether participants gain new learning or understanding as a result of the course and whether this is remembered. Figure 2 shows that more than 70% of respondents remembered the sessions on rhymes, chants and songs, storytelling and games.

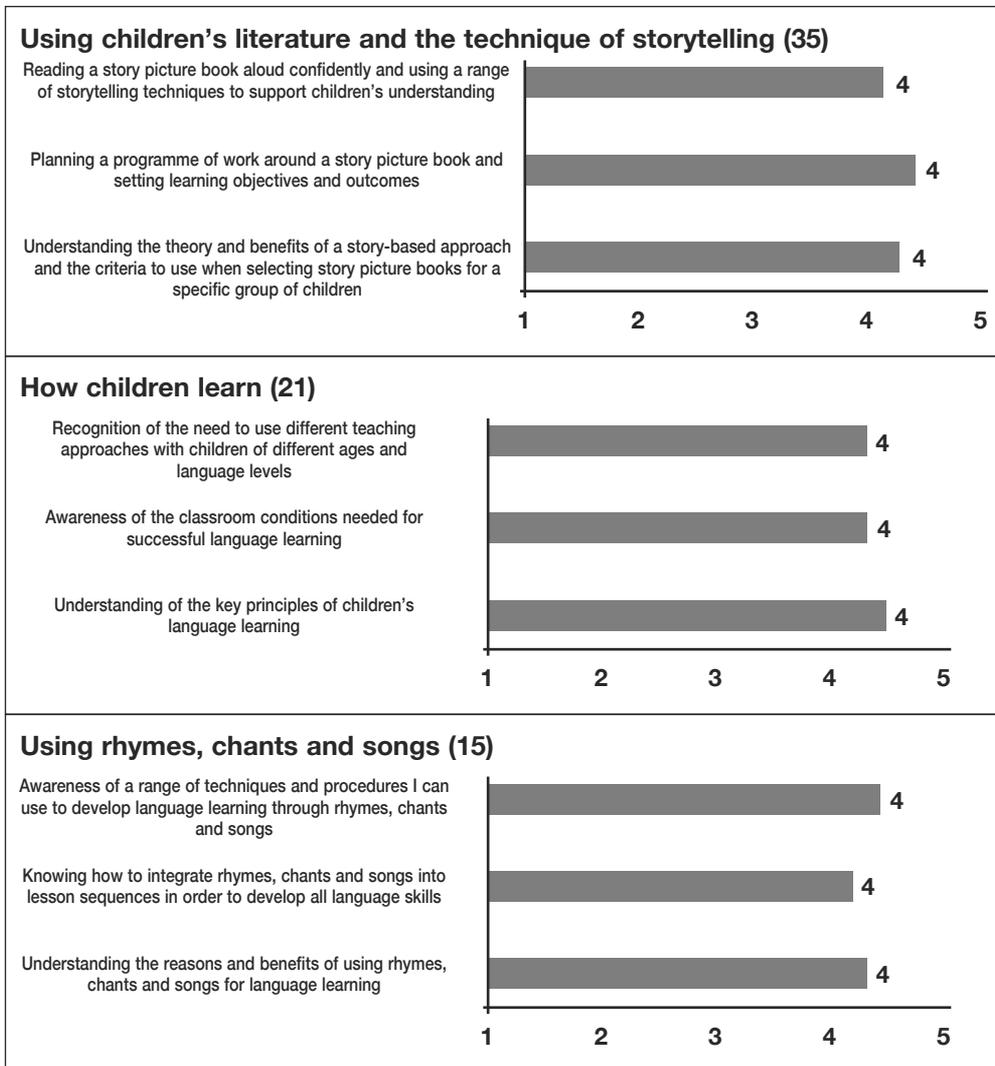


**Figure 2: Course sessions remembered**

**Source: Evaluation Survey (2013); (n=125)**

The memorability of sessions conforms closely to their perceived usefulness, with the session on storytelling rated the most useful by almost one-third of respondents. The main reasons reported for this were the strong links to children's developing literacy, the visual appeal and authenticity of picture books, as well as the pleasurable and practical experience of how to incorporate storytelling into lessons.

Within the one session participants identified as most useful, they reported how much they felt their learning and understanding had increased in the three key competencies related to that session using a five-point Likert scale whereby 1 = Not at all and 5 = A great deal. Figure 3 shows the mean scores from the top three sessions remembered.



**Figure 3: As a result of this session, how much did your knowledge and understanding increase in these specific areas? (Top three most useful sessions)**

**Source: Evaluation Survey (2013); Mean score rating (1–5)**

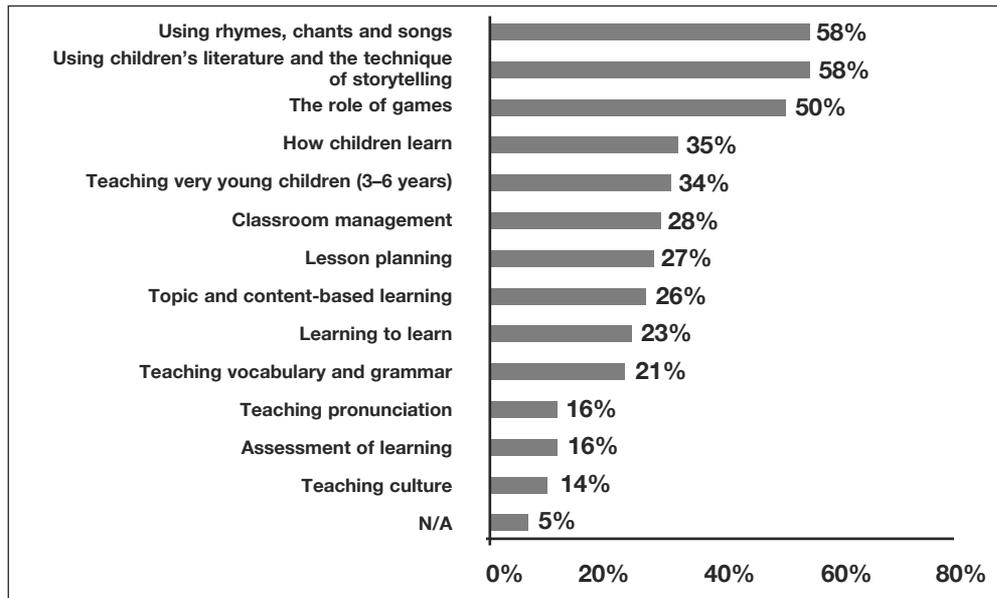
Mean scores from other sessions also show evidence of learning and understanding even in sessions remembered by fewer participants. Over three-quarters of key competencies within these sessions were evaluated above 4.0.

Importantly, evidence shows that the sharing of experience with other participants and the opportunity to interact, exchange ideas and learn informally was also a key part of the learning experience. The diversity of participants on the course is seen as a positive feature and an intrinsic part of its learning appeal:

“Being with people from different cultures and backgrounds gave me the chance to learn more.” (T19, OES, 2008)

### 4.2.3 Action

‘Action’ refers to whether course participants act on their new learning or understanding after the course. There is evidence of direct translation of learning into changed classroom practice in line with the key competencies for each session. Respondents reported incorporating learning from all course sessions into their everyday professional practice to a greater or lesser extent, as Figure 4 shows.



**Figure 4:** *From which of these sessions did you subsequently incorporate learning into your everyday professional practice?*

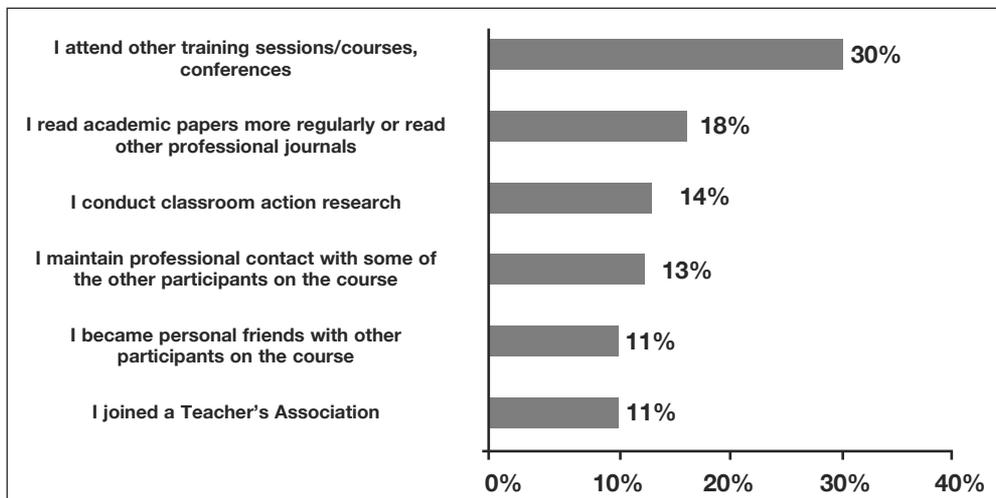
**Source:** Evaluation Survey (2013); (n=125)

Participants’ comments support evidence of transference to classroom practice:

“I now use a story-based approach to teach French back in the UK. ... The plan-do-review cycle remains pivotal to my classroom teaching.” (T11, OES, 1999)

“We restructured our assessment system to include self-evaluation which proved popular with children, parents and teachers.” (T7, OES, 2009)

There is also evidence that participants’ actions in many cases went beyond classroom practice as shown in Figure 5.

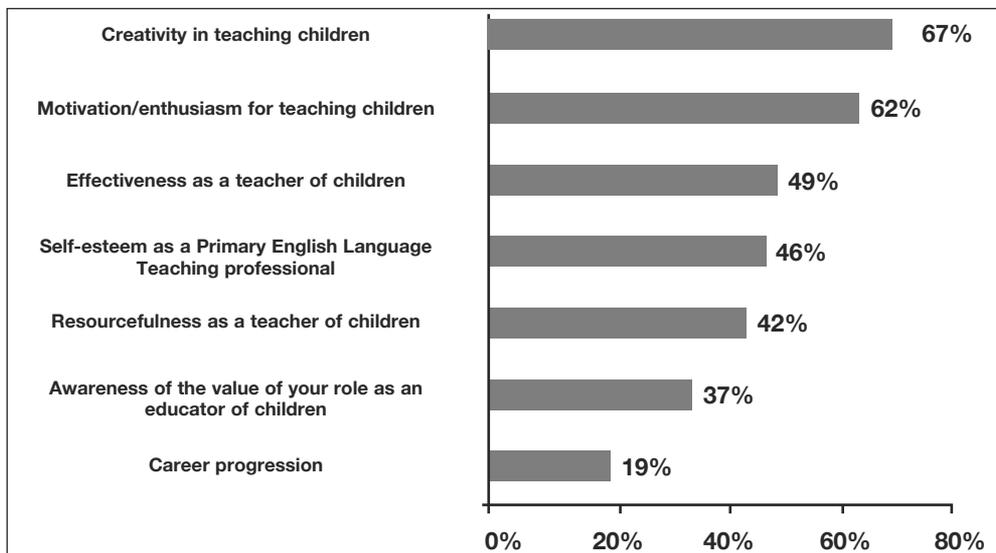


**Figure 5:** *Did you/do you subsequently do any of the following wholly or partly as a result of participating in the PTTC?*

Source: Evaluation Survey (2013); Base (125)

#### 4.2.4 Wider benefit

‘Wider benefit’ refers to whether learning and action benefit participants more widely and in a sustainable way. Figure 6 shows that they report a positive impact on their role as a PELT professional. This reflects the increasing development of a wider professional body and global recognition of the need for competent primary English language teachers (Enever and Moon, 2009: 19; Enever, 2012: 27).



**Figure 6:** *Did your participation in the PTTC have a positive impact on you in any of the following areas?*

Source: Evaluation Survey (2013); Base (125)

However, as Figure 6 shows, direct impact on career progression and career choices is less widespread. This is likely to be because the course was not part of compulsory national training requirements and did not include teaching practice or assessment. However, for some early-stage teachers, the end-of-course attendance certificate – with its specific PELT focus – proved to be a significant differentiator in the employment market:

“I was interviewed for a job teaching French in a state primary school in London. They asked me to do an activity and I used what I’d learnt on the course. I got the job.” (T4, ES, 2011)

“I got some hours in a primary school by virtue of the fact that I’d done the course.” (T17, ES, 2012)

There are also examples of unintended outcomes in the unexpected transference and spreading of learning beyond the immediate participants and their direct learners:

“I am working as a volunteer with VSO in Cameroon where I am using my experience on the course to train French-speaking primary school teachers to teach English, focusing on lesson planning, songs, games and stories.” (T3, ES, 2010)

The five perspectives for measuring long-term impact provide a lens for evaluating a course. In the case of this particular course, it achieved relevance and a reasonable scale. It also resulted in learning and action for individuals and had some wider benefits.

### **4.3 Salient features that made the course memorable and effective**

The study identified features of the course that made it memorable and effective to participants in the longer term, and which they perceived as positively influencing their professional practice. The main salient features that were most consistently reported by participants to contribute to the course’s longer-term impact are covered below.

#### **4.3.1 Relevant course content**

The course content was perceived to reflect areas where participants lacked knowledge, skills and confidence and to contribute to their increased professionalism years later.

“All sessions were useful and the techniques we learnt enabled me to become more confident and creative”. (T9, OES, 2004)

#### **4.3.2 A balance of theory, practice and reflection**

The cycle of theoretical input, practice and reflection was remembered as effective. For example, the session on how children learn showed participants’ appreciation of accessible theoretical input:

“The interesting bit for me was the theory ... how children learn and what they are capable of learning.” (T21, FG, 2009)

Equally, the focus on practical areas through which teachers can engage with children, for example, songs, role-play, storytelling, was perceived as useful and memorable:

“I feel more confident using chants and I used ideas from the storytelling session. From the classroom management session I took away ideas about how to pre-empt bad behaviour.” (T20, OES, 2012)

It was the fusion of theoretical underpinning with practical strategies, analysis and reflection which participants found particularly effective:

“Very creative, useful and relevant. A good combination of theory and practice with time to think about how to apply to our own classes”. (T15, OES, 2001)

### 4.3.3 Opportunities for formal and informal learning

Participants remembered positively the experience of working with others on the course and taking ownership of their learning in a relaxed and supportive professional learning community.

The extent and nature of interacting and sharing ideas and experience with other participants was highly valued:

“We learnt so much from each other... language teachers often operate in vacuums. The course is an encouragement to exchange views and make contacts.” (T8, FG, 1997)

### 4.3.4 Course delivery

Many participants commented that the course delivery reflected good primary classroom practice:

“The course was a model for how we should be teaching our own classes, caring teachers, explicit structure, review and a variety of teaching methods”. (T16, OES, 2005)

Participants also remembered well-prepared and well-presented sessions, thought-provoking and enjoyable content, a supportive and friendly atmosphere, frequent opportunities for participation, discussion and reflection.

Another feature of the course delivery frequently commented on was the trainers’ classroom credibility and passion for teaching children:

“You can tell they’re real primary teachers and love what they do. It’s infectious! I couldn’t wait to put it into practice.” (T12, FG 1999)

As Hattie (2012: 19) states “Passion reflects the thrill, as well as the frustrations, of learning; it can be infectious, it can be taught, it can be modelled and it can be learnt”. Participants frequently remembered their own developing passion for teaching children during the course as well as feeling increasingly enthusiastic and confident about their role.

## 5. Suggestions for improving the course

The flip side of the course's positive impact was a sense among some participants that there was information overload. Suggestions from participants in both focus groups and the online survey included the possibility of lengthening the course, dividing it into two parts or having a blended learning version.

More than half of the respondents reported they would like to have observed more filmed classes or ideally real ones. Other suggestions included more guidance on continuing professional development, an exhibition of teaching resources, and course handouts delivered in the form of a resource file.

There was also some interest in having teaching practice and assessment from younger teachers leading to an end-of-course achievement certificate. The value of this could be increased if demonstrated teaching competence were to be included, for example, based on the European profile for language teacher education (Kelly & Grenfell, 2004).

## 6. Conclusion

Effective monitoring and evaluation involves assessing both short and long-term impact and sustainability. This requires strategic planning and resource allocation from the outset including accurate needs analysis, setting clear outcomes, baselining and target setting (Mertens & Wilson 2012). As Wiseman (2014) points out, this is rarely done.

In the case of the short, intensive primary teacher training course that is the focus of this study, the wider strategic planning and accountability necessary to measure long-term impact was not in place at the outset in 1994. However, the unusual longevity of the course and the high total number of participants who attended provided a unique opportunity to explore its long-term impact and sustainability.

The immediate, end-of-course evaluations consistently showed evidence of a positive short-term impact on individual participant's perceptions of their increase in knowledge, skills, confidence and motivation to put learning into practice. The study, which aimed to evaluate long-term impact in terms of relevance, scale, learning, action and wider benefit, provides evidence of the salient features, which made the course memorable and perceived to have had a positive impact on participants' professional practice years later. These features include ensuring relevant content, an appropriate balance between theory, practice and reflection, providing opportunities for formal and informal learning, and a style of delivery that includes training strategies and behaviours that enable the key principles to be realised and reflects good primary classroom practice. The study also provided evidence of some unintended outcomes (Wiseman, 2014) as well as suggestions of how to improve the course.

It is hoped that this chapter may provide useful pointers to others wishing to design and deliver short intensive training courses that have impact in both the short and longer term.

## References

- Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*. London: Continuum.
- Borg, S. (2009). Introducing language teacher cognition. Available at: <http://www.education.leeds.ac.uk/research/files/145.pdf>
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System* 39, 370–380.
- Brewster, J., Ellis, G. & Girard, D. (2002). *The Primary English Teacher's Guide*. Harlow: Pearson Education.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Edwards, V. and Dagui, Li. (2011). Confucius, constructivism and the impact of continuing professional development on teachers of English in China. *ELT Research Papers* 11–02. British Council. Available at: <http://www.teachingenglish.org.uk/publications/confucius-constructivism-impact-continuing-professional-development-teachers-english>
- Ellis, G. & Read, C. (2006). *Creative recipes for planning lessons*. CATS Spring. IATEFL.
- Emery, H. (2012). A global study of primary English teachers' qualifications, training and career development. *ELT Research Papers* 12–08. British Council. Available at: <http://www.teachingenglish.org.uk/publications/a-global-study-primary-english-teachers%E2%80%99-qualifications-training-career-development>
- Enever, J., Moon, J. & Raman, U. 2009. *Young Learner English Language Policy and Implementation: International Perspectives*. Reading: Garnet Education
- Enever, J. (2012). *ELLiE Early Language Learning in Europe*. British Council. Available at: <http://www.teachingenglish.org.uk/publications/early-language-learning-europe>
- Fisher R. (2005). *Teaching children to learn*. (2nd Edition) Cheltenham: Nelson Thornes.
- Garton, S, Copland, F. & Burns, A. (2011). *Investigating Global Practices in Teaching English to Young Learners*. *ELT Research Papers* 11–01. British Council. Available at: <http://www.teachingenglish.org.uk/publications/global-practices-teaching-english-young-learners>
- Graddol, D. (2006). *English Next*. British Council. Available at: <http://www.teachingenglish.org.uk/article/english-next>
- Hattie, J. (2012). *Visible Learning for Teachers – Maximising Impact on Learning*. London: Routledge.
- Hohmann, M., Epstein, A.S. & Weikart, D. (2008). *Educating Young Children: Active Learning Practices for Preschool and Child Care Programs*. 3rd Edition. Ypsilanti, MI: High/Scope Press.

- ISCED (International Standard Classification of Education). (2011). Available at: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf> (accessed on 18 October 2014)
- Johnstone, R. (2009). An early start: What are the key conditions for generalized success? In: *Young Learner English Language Policy and Implementation: International Perspectives*. Eds. Evener, J. Moon., J. Raman, U. Reading: Garnet Education.
- Kelly, M. and Grenfell, M. (2004). European Profile for Language Teacher Education. A Frame of Reference. Available at: <http://www.lang.soton.ac.uk/profile/report/MainReport.pdf>
- Kirkpatrick, D.L. (1996). *Evaluating Training Programs: The four levels*. Oakland, CA: Berrett-Koehler.
- McLaughlin, L. (2013). *Investigating cognitions: What teachers believe, know and understand about YL teaching*. CATS. Autumn. IATEFL.
- Mertens, D.M. & Wilson, A.T. (2012). *Program Evaluation Theory and Practice: A Comprehensive Guide*. New York, NY: The Guilford Press.
- Read, C. (2007). *500 Activities for the Primary Classroom*. Oxford: Macmillan Education.
- Uysal, H. H. (2012). Evaluation on an In-service Training Program for Primary-school Language Teachers in Turkey. *Australian Journal of Teacher Education*. Vol. 37: Issue 7, Article 2: 14–29. Available at: <http://ro.ecu.edu.au/ajte/vol37/iss7/2>
- Waters, A. & Vilches, M. (2000). *Training Training-Room Skills* (A paper presented at the IATEFL Teacher Trainers' SIG Conference, University of Leeds, 10–12 November 2000). Available: [http://webcache.googleusercontent.com/search?q=cache:hXyglGu6FTYJ:eprints.lancs.ac.uk/1896/1/Trainer\\_train\\_paper\\_final.doc+&cd=3&hl=fr&ct=clnk&gl=fr](http://webcache.googleusercontent.com/search?q=cache:hXyglGu6FTYJ:eprints.lancs.ac.uk/1896/1/Trainer_train_paper_final.doc+&cd=3&hl=fr&ct=clnk&gl=fr)
- Widdowson, H. (1984). The incentive value of theory in teacher education. *ELT J*, Vol. 38(2): 86–90.
- Wiseman, A. (2014). 'My life changed when I saw that notice': an analysis of the long-term impact of a continuing professional development programme in Bulgaria' in *Innovations in the continuing professional development of English language teachers*. Edited by David Hayes. British Council. Available at: <http://www.teachingenglish.org.uk/article/innovations-continuing-professional-development-english-language-teachers>
- Woodward, T. (1992). *Ways of Training*. Harlow: Longman.

## Appendix 1

Extract from end-of-course self-assessment questionnaire based on key competencies

### Your Continuing Professional Development (CPD)

The aim of this self-assessment questionnaire is to give you an opportunity to think about what skills and knowledge you have improved during the course, and what skills and knowledge you would like to improve or acquire at a future date.

The key competencies for each session have been listed below. Please assess yourself as follows:

1 = I now feel very competent in this area.

2 = I now feel quite competent in this area.

3 = I don't feel competent yet in this area and would like to learn more.

If you feel that any of the competencies do not apply in your case, tick the 'Not applicable' box. You can add other areas that you would like to know more about.

Assess yourself again in six months to compare your progress since the end of the course.

	1	2	3	Not applicable
<b>An introduction to how children learn</b>				
I understand the key principles of children's language learning.				
I am aware of the classroom conditions I need to create for successful language learning.				
I recognise that I need to use different teaching approaches with children of different ages and language levels.				
Notes				

	1	2	3	Not applicable
<b>Topic and content-based learning</b>				
I recognise that English can be used as a vehicle for children to learn about the world around them.				
I understand how to organise lessons based on topics and/or other areas of the curriculum.				
I can integrate the content and language aims into a lesson or unit sequence and support children's learning appropriately.				
Notes				

## Appendix 2

### End-of-course evaluation questionnaire

Please indicate how interesting and useful (or not) you found the following aspects of the course. The scale is 1 = not interesting/useful to 5 = very interesting/useful.

#### A PRESENTATION

Style 1 2 3 4 5

Materials and handouts 1 2 3 4 5

Comments

---

#### B CONTENT

Selection of components 1 2 3 4 5

Sequencing of components 1 2 3 4 5

Quality of input 1 2 3 4 5

Comments

---

C	RELEVANCE					
	Teaching situation	1	2	3	4	5
	Own needs/interest	1	2	3	4	5

Comments

---

D	TIMING					
	Length of sessions	1	2	3	4	5
	Length of training day (including breaks)	1	2	3	4	5
	Dates of course	1	2	3	4	5

Comments

---

E	ORGANISATION					
	Registration procedure	1	2	3	4	5
	Course	1	2	3	4	5

Comments

---

F	COMPONENTS					
	An introduction to how children learn	1	2	3	4	5
	Topic and content-based learning	1	2	3	4	5
	Teaching culture	1	2	3	4	5
	Teaching pronunciation	1	2	3	4	5
	Teaching vocabulary and grammar	1	2	3	4	5
	Teaching very young children (3–6 years)	1	2	3	4	5
	Using children's literature and the technique of storytelling	1	2	3	4	5

Classroom management	1	2	3	4	5
The role of games	1	2	3	4	5
Using rhymes, chants and songs	1	2	3	4	5
Learning to learn	1	2	3	4	5
Assessment of learning	1	2	3	4	5
Lesson planning	1	2	3	4	5

## Comments

---

### G GENERAL COMMENTS

We would very much like to receive any suggestions or comments you may have on the course in general.

Name: \_\_\_\_\_ Date: \_\_\_\_\_