

# The future's plurilingual. Let's make teaching qualifications plurilingual too.

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The Future of English Language  
Teaching Conference **ONLINE**

**#FoELT**

## Session overview

- Terminology
- Changes in how we understand language
- Teachers Continuing Professional Development (CPD) needs
- The CertPT overview
- Multi-lingual assessment
- CPD relevant to teachers' local needs

# Multilingual / plurilingual / translingual....?

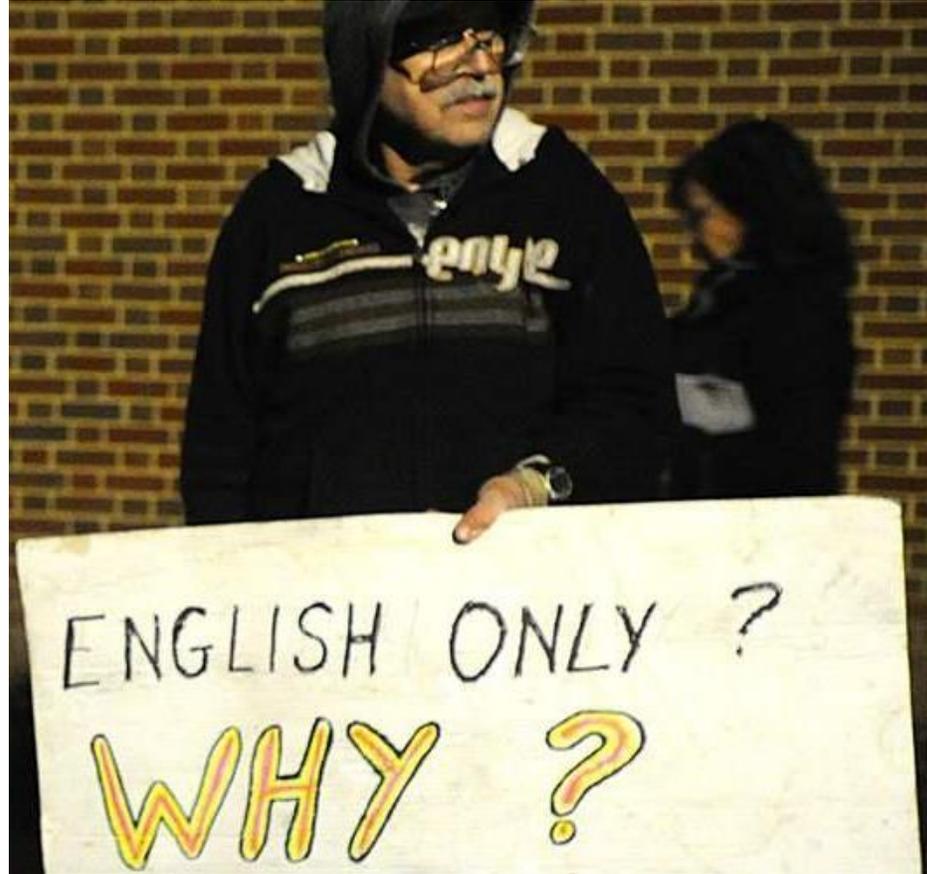
1. “the knowledge of a number of languages, or the co-existence of different languages in society” (CEFR, CoE 2001)
2. The ability to apply a ‘communicative competence’ of languages, developed through knowledge and experiences. (CEFR, CoE 2001)
3. Using all one’s language resources to interact across a variety of ‘languages’, with the concept of language being an artificial construct. (Canagarajah 2013)

1. multilingual
2. plurilingual
3. translingual

# A change in language use?



  
**IN THIS  
CLASSROOM  
WE SPEAK  
ONLY  
ENGLISH**



# Teaching and learning reflecting understanding of language use

1. Consider our context and *not demand* an English-only environment, unless there is a clear reason.
2. Allow learners to use their L1/Lx when there is not a specific English language learning point, e.g. conducting initial research for a presentation (Garcia, *et al*, 2017).
3. Use direct translations, where helpful, to build awareness of literal and pragmatic equivalence (Cook 2010).
4. Encourage notetaking in one language and reporting back in another, teaching realistic life skills (Anderson 2017).

# Flexible approach to 'language' use in learning

Incorporating translanguaging in instruction [and assessment] offers possibilities not only for promoting academic achievement but also for developing learners' proficiencies as strategic users of language.

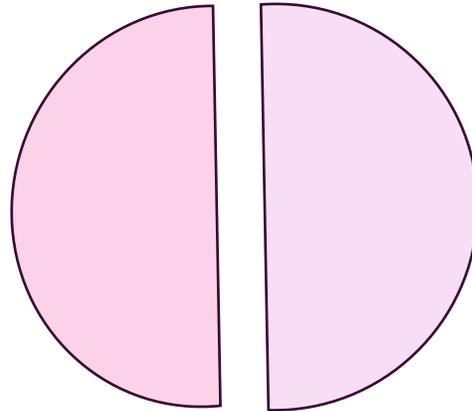
(Canagarajah 2012)

## Iterative processes: the need for varied CPD, relevant to context...

- Professional routes vary greatly after an initial teaching qualification
- What is decided as being helpful in one context, may not be in another
- Teachers and centre managers know their own / their teachers' needs
- Teachers and centre managers know their learners' / local needs

# 'Traditional' teacher education qualifications in ELT

Qualifications for those who have English as a second language.



Qualifications for those who have English as a first language.

## Which half?

- ELT-focussed learning outcomes
- Content decided by a central assessment organisation
- Assignments assessed in English only
- Generally requiring a minimum B2/C1 level of English

# The Certificate for Practising Teachers

**TRINITY**  
COLLEGE LONDON

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Our qualifications Teaching English **CertPT**

About CertPT Find a course Entry requirements Course content Resources FAQs

## Introducing the CertPT

The Trinity Certificate for Practising Teachers (CertPT) is a new qualification that supports the professional development of English language teachers.

Promoting the development of pedagogical knowledge and skills, the Trinity CertPT enables practising teachers, including those with language proficiency below CEFR Level C1, to access specialist training and certification that can transform their teaching practice.

### Trinity certified professional development

The Trinity CertPT is for teachers seeking to update, improve and enrich their professional teaching practice. It draws upon qualified TESOL teachers' existing knowledge of teaching practice and theory while



Download the specifications →

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# CertPT Certificate for Practising Teachers

## A Trinity TESOL qualification

Qualification	Ofqual level	Guided learning hours (GLH)*	Total qualification time (TQT)	Focus of pedagogical knowledge and skills
CertTESOL	Level 5	130	200	Essential TESOL
TYLEC	–	58	100	Specialist young learner TESOL
CertPT	Level 6	30	100	Specialist TESOL professional development
DipTESOL	Level 7	150	600	Advanced TESOL

\* Minimum time

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# Overview

4 x 750-word\* written assignments



1. Evaluate

Evaluate published classroom resource



4. Use & Reflect

Use classroom resource either Task 2 or Task 3 and reflect on its use

Context-specific



Teaching resources

Informed by professional knowledge

Adapt published classroom resource and write a rationale for adaptation



2. Adapt

Create classroom resource and write a rationale for resource design



3. Create

\* Or equivalent in local language

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# Teacher journey



## Entry requirements

- Initial teaching qualification (eg CertTESOL) + minimum 6 months' relevant teaching experience  
OR
- Substantive relevant teaching experience eg at least two years



## Method of learning and teaching

- Validated course providers
- Face-to-face, blended or online
- Plurilingual – English only, English and Spanish or English and Mandarin
- 30 guided learning hours (minimum) + 70 hours (suggested) self-study = 100 total hours
- Internal assessment; distance moderation by Trinity



## Levels of award

- Three levels:
  - Pass with Distinction
  - Pass with Merit
  - Pass
  - Refer/Fail
- Must pass all four tasks. Up to three tasks can be resubmitted once

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# Multilingual support for teacher development

## Tasks and rating scales

### TASK 1: RESOURCE EVALUATION

Candidates produce an evaluation of a printed or online teaching resource.

- Evaluating the resource through the lens of their own professional practice
- Making explicit links to their teaching/training context
- Demonstrating insight into wider educational practices and research
- Including a fully referenced copy of the resource in the evaluation

Suggested word/character count: English: 750 | English and Spanish: 900 | English and Simplified Chinese: 1050  
Maximum word/character count: English: 1,000 | English and Spanish: 1,200 | English and Simplified Chinese: 1,400

### Rating scale

Criterion A: Evaluation of resource	1A mark	Criterion B: Framing within the educational setting	1B mark
Excellent evaluation of resource	4	Demonstrates an <b>excellent</b> knowledge of how methods and techniques can be related to the educational setting	4
Good evaluation of resource	3	Demonstrates a <b>good</b> knowledge of how methods and techniques can be related to the educational setting	3

## Tareas y criterios de evaluación

### TAREA 1: EVALUACIÓN DE RECURSOS

Los candidatos realizan una evaluación de un recurso didáctico.

- Evaluar el recurso a través de la perspectiva de su propia práctica profesional
- Relacionarlo explícitamente a su contexto educativo/formación
- Demostrar un conocimiento de las prácticas educativas y de investigación propias de la práctica profesional
- Incluir una copia del recurso completamente referenciada en la evaluación

Nº de palabras/caracteres sugerido: inglés: 750 | inglés y español: 900 | inglés y chino simplificado: 1050  
Nº máximo de palabras/caracteres: inglés: 1.000 | inglés y español: 1.200 | inglés y chino simplificado: 1.400

### Criterios de evaluación

Criterion A: evaluación del recurso	1A puntos	Criterion B: enmarcado dentro del entorno educativo	1B punto
Evaluación del recurso <b>excelente</b>	4	Demuestra un conocimiento <b>excelente</b> de cómo los métodos y técnicas pueden relacionarse con el entorno educativo	4
<b>Buena</b> evaluación del recurso	3	Demuestra un <b>buen</b> conocimiento de cómo los métodos y las técnicas pueden estar relacionadas con el entorno educativo	3

## 任务和评分量表

### 任务1：教学资源评价

学员须完成一篇对于出版印刷或者在线教学/培训材料的评价文章：

- 从自身教学专业实践领域的角度评价所选教学资源
- 明确所选教学资源与自身教学/培训场景的关联性
- 展示对于更广泛的教育实践领域的见解和所选教学资源对自身专业实践的影响
- 在附录中列出一份带有引文出处的所选教学材料

建议字数：英文： 英文: 750 | 英文和西班牙语: 900 | 英文和简体中文: 1050  
最大字数：英文： 英文: 1000 | 英文和西班牙语: 1200 | 英文和简体中文: 1400

### 评分量表

评分标准A: 评价所选教学资源	1A 项分数	评分标准B: 对应自身的教学场景	1B 项分数	评分标准C: 阐述专业实践的 教学法则	1C 项分数	评分标准D: 符合学术写作惯例	1D 项分数
对教学资源作 出色的评价	4	对于相关教学 方法和技巧能 如何应用到自 身教学场景展 现出色的认知	4	对支撑自身教学 专业实践的假设 和法则展现出色 的见解	4	出色地沿用学术 惯例，包括： ▸ 行文组织 ▸ 援引相关参考 资料	4
对教学资源作 良好的评价	3	对于相关教学 方法和技巧能 如何应用到自 身教学场景展 现良好的认知	3	对支撑自身教学 专业实践的假设 和法则展现良好 的见解	3	良好地沿用学术 惯例，包括： ▸ 行文组织 ▸ 援引相关参考 资料	3

# Plurilingual support for teacher development

## Co-operative Learning

Encouraging students to work together learning. Providing students with opportunity to learn also allows the teacher to identify that students have remembered the key concepts.

Significant improvements in grade have been observed in classrooms that have incorporated lots of pair and group work. Discussing the language and experimenting with it is much more effective than getting students to memorize it.

theory

**TRY IT**

The two-part quiz: In groups, ask students to come up with questions based on the lesson. They should do this without looking at their lesson notes. Encourage them to come up with questions that will challenge their peers. Monitor and make sure groups have not written the same questions.

practice

Make a note of the best questions – ideally one or two from each group. Then, read these out, getting the students to answer the questions in their groups. Keeping group scores can turn this into a fun and engaging activity.

For the second part, tell students to write one or two more questions for homework. This time they can refer to their class notes.

## Co-operative Learning

Alentar a los estudiantes a trabajar juntos para consolidar el aprendizaje. Proporcionar a los estudiantes la oportunidad de aprender también permite al profesor identificar que los estudiantes han recordado los puntos claves.

Se han observado mejorías notables en el rendimiento de los estudiantes en las aulas que han incorporado en gran medida el trabajo en grupo. Dar oportunidades para debatir el lenguaje y experimentar con él es mucho más efectivo que hacer que los estudiantes realicen ejercicios prácticos c...

**TRY IT**

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## Co-operative Learning

鼓励学生相互合作是一种有效巩固学习的方法。给予学生讨论所学知识的机会，同时也使得教师能够辨明学生是否一知半解，检验他们是否记住了要点。

凡是包含了大量小组活动的课堂，学生的成绩都突飞猛进。讨论语言点并在真实的语境中实际操练，比被动地练习教师布置的任务有效得多。

**TRY IT**

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Make a note of the best questions – ideally one or two from each group. Then, read these out, getting the students to answer the questions in their groups. Keeping group scores can turn this into a fun and engaging activity.

For the second part, tell students to write one or two more questions for homework. This time they can refer to their class notes.

# Teacher-focussed CPD (1)

*Teacher:* A Certificate-level English language teacher who has English as a first language and wants to study on a diploma course (eg the DipTESOL), but who needs support moving up to a Level 7 (master's-level) qualification.

*Course:* A full-time two-week, face-to-face communicative methodology course focusing on resource use and constructive alignment. Completed in English. The language of assessment is indicated on the certificate.

## Teacher-focussed CPD (2)

*Teacher:* A qualified Spanish teacher working in a Spanish secondary school who uses English in a CLIL Geography environment with B2 English.

*Course:* A 30-hour blended learning course, completed over three months, focusing on resource development for use in CLIL classes. Assignments for assessment can be written in English or bilingually in English and Spanish. The language of assessment is indicated on the certificate.

## Teacher-focussed CPD (3)

*Teacher:* An experienced English language teacher who has English as a first language and wants CPD certification for running online classes.

*Course:* A 30-hour, fully online resource development course, completed over two months, focusing on adapting activities and resources for wholly online learner groups. Completed in English. The language of assessment is indicated on the certificate.

# CertPT course providers (more approved every month)

CertPT course providers in the UK, internationally:

In-person/online courses:

- NILE (Incl. VLY, Testing and Assessment, EMI, CLIL, IELTS)
- Future Learning (Project-based learning for primary and secondary)
- Language Point (Incl. online teaching pedagogy)
- Spainwise (Teaching YLs)

In-person courses:

- International Pacific University
- St Giles
- EF China

Email: Use an internet search or contact [tesol.admin@trinitycollege.com](mailto:tesol.admin@trinitycollege.com) for further details.

[trinitycollege.com/CertPT](http://trinitycollege.com/CertPT)

# References and further reading

- Anderson, J. (2017). Reimagining English language learners from a translingual perspective. *ELT Journal*, 72(1), 26-37.
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- Cook, G. (2010). *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.
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- García, O., Johnson, S. & Seltzer, K. (2017). *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Philadelphia: Caslon.
- Leung, C., & Jenkins, J. (2020). Mediating Communication - ELF and Flexible Multilingualism Perspectives on the Common European Framework of Reference for Languages. *Australian Journal of Applied Linguistics*, 3(1), 26-41.

**More information available at:**

- **[www.trinitycollege.com/CertPT](http://www.trinitycollege.com/CertPT)**
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