TRT Online Distance Learning Handbook 2020

Simon Galloway, July 2020

Contents

Why Distance Learning?

Welcome to this handbook that explains TRT's distance learning courses: why we run them, what they involve, and how you can make the most of your studies on them.

TRT has run distance learning online courses since 2014, for the following main reasons:

1. **Reach teachers in 2nd and 3rd tier cities**: Traditionally, TRT has only had trainers in 1st tier cities. Online courses allow us to extend our support to every EF center in China.
2. **Preparation for accredited courses**: many of our courses help teachers prepare (either directly or indirectly) for CertTESOL, DipTESOL and DELTM.
3. **Flexibility**: Courses are only 4 or 10 weeks long, and can therefore be developed quickly to meet new training needs.
4. **Networking and Sharing**: Our courses allow teachers and managers from all over the EF network, in every city and product, to better understand each other and share ideas.

Overview of courses

The table below shows an overview of TRT's online courses for teachers and academic managers:

| Course Name	Length	Number of Participants	Times per year	Hours	Open to:
Introduction to Management	10 weeks	16	5	40	Senior Teachers & DOS/CEM
Managing Teacher Engagement	10 weeks	16	2	40	Senior Teachers & DoS/CEM
Training & Development	10 weeks	16	2	40	Academic Managers & In-center trainers
Reflective Practice	10 weeks	16	1	40	Experienced Teachers
Lesson Planning	10 weeks	16	2	40	All teachers
Grammar Module 1	5 weeks	16	8	20	All teachers Pre-Cert
Grammar Module 2	5 weeks	16	3	20	Cert/CELTA/MA TESOL/ Grammar Module 1
Phonology Module 1	5 weeks	16	8	20	All teachers Pre-Cert
Phonology Module 2	5 weeks	16	3	20	Cert/CELTA/MA TESOL/ Phonology Module 1
Vocabulary Module 1	5 weeks	16	4	20	All teachers Pre-Cert
Vocabulary Module 2	5 weeks	16	2	20	Cert/CELTA/MA TESOL/ Vocabulary Module 1

The focus of each course can be seen below:

Course Name	In this course, Trainees will learn…	Course Assignments
Grammar Mod 1	How to present and practise grammar effectively using both inductive and deductive approaches	Lesson Analysis (Language analysis, rationale, procedures, conclusion)
Grammar Mod 2	How to create an effective scheme of work for grammar practice, minimizing cognitive load for the learners.	Lesson Analysis (Language analysis, rationale, procedures, conclusion)
Phonology Mod 1	How to present and teach segmental phonology in their own work context.	Lesson Analysis (Language analysis, rationale, procedures, conclusion)
Phonology Mod 2	How to present and teach supra-segmental phonology in their own work context.	Lesson Analysis (Language analysis, rationale, procedures, conclusion)
Vocabulary Mod 1	How to present vocabulary clearly and help their learners remember it effectively	Lesson Analysis (Language analysis, rationale, procedures, conclusion)
Vocabulary Mod 2	How to apply The Lexical Approach in their own work context	Lesson Analysis (Language analysis, rationale, procedures, conclusion)
Reflective Practice	How to carry out action research in a particular area of their teaching, and use evidence to develop this area in a structured way.	Action Research Project
Lesson Planning	How to structure an effective lesson plan, including warmer, presentation, controlled practice, freer practice and consolidation.	Lesson Plan 1: Warmer, presentation & controlled practice Lesson Plan 2: PPP / ESA lesson Lesson Plan 3: TBL / TTT lesson And Reflective Journal throughout course
Training & Development	How to write a training course focusing on the needs of the trainees	Training course (Assignment 1: needs analysis; Assignment 2: rationale and procedures; Assignment 3: Evaluation)
Introduction to Management	How to apply 5 main areas of effective management: Communication, Feedback, Culture, Productivity.	Management Journal, developing 3 areas of their work through SMART goal setting
Managing Teacher Engagement	How to apply different theories of motivation to engage their teams.	Motivation Journal: using theories from the course to improve their team's productivity, engagement, commitment to development or tenure

Application Process

Each course has a maximum of 16 trainees, from EF Kids, EFEC, Franchise, SHOTC (adults online) and KOT (Kids online), usually with the following ratios: 7 Kids Own Teachers, 5 EFEC teachers, 3 Kids Franchise teachers, 1 Online Teacher (either SHOTC or Kids Online).

Applicants should already have been at EF for at least 6 months, even if they have previous teaching experience. This is because their first 6 months should be focused on understanding their center's courses, and getting to know their learners. TRT Online Learning courses are designed to provide further development for those who have already completed their center induction and feel confident about the basics of teaching EF lessons.

A summary of the application process can be seen here:
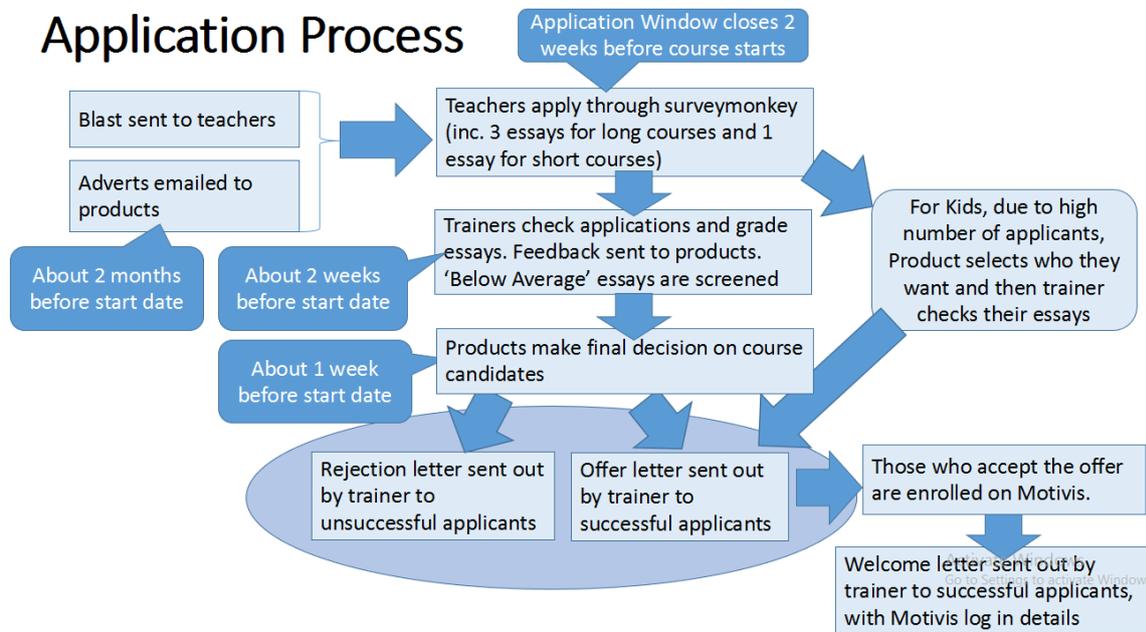
Trainees can apply for courses through the link for that course in the TRT website: http://trttraining.net/ This takes them to a surveymonkey application form where they submit work details and an essay about why they want to take the course.

- 10 Week Distance Courses Application Survey (3 Essay Questions required)
- 5 Week Modulated Course Application Survey (1 Essay Question required)

The essays are then checked and approved by the TRT online tutor, before being sent back to the products who select which applicants they want to attend the course. The tutor will give essays a rating of 1-3:

Score	Description
1	Very short, very general (without specific evidence), or doesn't address the question, or seems to be applying for a different course than the one stated.

| 2 | The applicant has addressed the question to some extent, although some elements may have been missed, or not much evidence given. |
| 3 | The applicant has provided a focused and coherent answer, backed up with clear evidence. |

Usually scores of (1) will mean the application not being considered for the course, and (3)s will often be prioritized before (2)s.

Tips for Successful Applications:

Make sure you have the required tenure (at least 6 months at EF for all courses; already in a position of ST or above for management courses), and academic qualifications (for certain courses) before you apply.

Make sure to write correct information on the Surveymonkey application form. If you choose the wrong product (e.g. you select Kids Franchise when you work for Kids Own), your application might end up going to the wrong people for approval, in which case you may lose your place. If you make mistakes in your email address, then you might not receive your offer letter.

Your essays need to be 250-350 words long. If they are shorter than this, then they may not be considered, as there are often a lot of applicants per course. Usually, at least 250 words area needed for the question to be answered in sufficient detail (including supporting evidence).

Graded Assignments

At the end of each course (and in the middle of some) there will be a graded assignment. This is the main way in which trainees are assessed for their final course grade.

5-week courses have a 20% participation grade with 70% for the final assignment and 10% for peer reviews.

Most 10-week courses have a 30% participation grade, with 60% for the final assignment and 10% for peer reviews. The higher participation grade reflects the greater amount of work put in on the course prior to the final assignment. Training & Development and Lesson Planning are slightly different, so their details are also provided in the table below.

Course	Graded Assignment	Weighting	Participation Grade	Peer Reviews
Intro to Management / Managing Teacher Engagement/ Reflective Practice	Reflective Journal / Motivation Report / Action Research Project	60%	30%	10%
Module 1 and 2 courses (Grammar, Phonology, Vocab)	Classroom Research Assignment	70%	20%	10%
Training and Development	1. Needs Analysis 2. Training Plan 3. Evaluation	70% between them	30%	No
Lesson Planning	1. Lesson Plan 1 2. Lesson Plan 2 3. Lesson Plan 3 4. Reflective Journal	20% 25% 25% 10%	20%	No

Participation Grade

The participation grade includes marks for submitting on time and including peer comments in the discussion forum. There are also marks included for some tasks based on how well the task demonstrates application of course ideas. This is also to help trainees understand the expectations for the final course assignment and develop their skills prior to starting it.

For every online distance learning course, the following scores are used for assigning course grades:

- Pass: 40%
- Merit: 60%
- Distinction: 80% (roughly 20% of candidates score at this level)

As general guidelines, the following are needed for these grades:

Fail	Pass	Merit	Distinction
0-39%	40-59%	60-79%	80-100%
Information consistently contains obvious inaccuracies	Some information is accurate, but obvious inaccuracies impact the validity of the	Information is mostly accurate but with some factual errors.	Information is consistently accurate and backed up by citations
Assignment does not adhere to academic conventions at all	Assignment shows limited use of academic conventions (cover page, bibliographies, citations etc)	Some evidence of academic conventions, but this is not always consistent.	Academic conventions (cover page, bibliography, citations) used throughout
No evidence provided for statements made. No justification made for suggestions.	Some evidence and justification provided, but many statements are general and non-specific	Some but not all statements are backed up by evidence and justification. Evidence might benefit from being	Statements are backed up by specific and objective evidence; suggestions are backed up by theoretical justification
No evidence of analysis	A small amount of analysis is provided, but mostly the writing is just narrative.	Some evidence of critical analysis, but some paragraphs are still just	Strong evidence of critical analysis.
No evidence of uptake of ideas from the course	Assignment answers the required question, but might do so without referring to key ideas from course.	Ideas from the course are used to answer the question	There is obvious strong uptake and application of many ideas from the course so far.
Ideas and suggestions are not relevant to the task or teaching context.	Some but not all ideas are appropriate to the task and teaching context.	Ideas are appropriate but perhaps limited in breadth or depth.	Evidence of broad and deep understanding of ideas relevant to the task and teaching

End of Course Certificates

All course activities should be completed, and the final assignment passed, to complete the course. Completing all activities on the course, submitted on time, and to the expected standard, will result in full marks for the participation grade.

Every trainee will receive an e-copy of their certificate emailed to them along with assignment feedback at the end of the course. On 10-week courses, trainees will then automatically be sent a paper certificate as well within the next few weeks For the 5-week courses, there is a final school sharing task, for trainees to share their learning with their peers in a teachers' meeting. This should be completed and signed off by the trainee's manager before the paper certificate is sent out.

Trainees will receive an email telling them when their paper certificate has been sent out, and should expect to receive it within about 3 days. If you haven't received your certificate within a week, then please check with your tutor, or use the tracking number in the email. The certificate will be sent to your center, so it is important you give up to date contact information for your school at the start of the course.
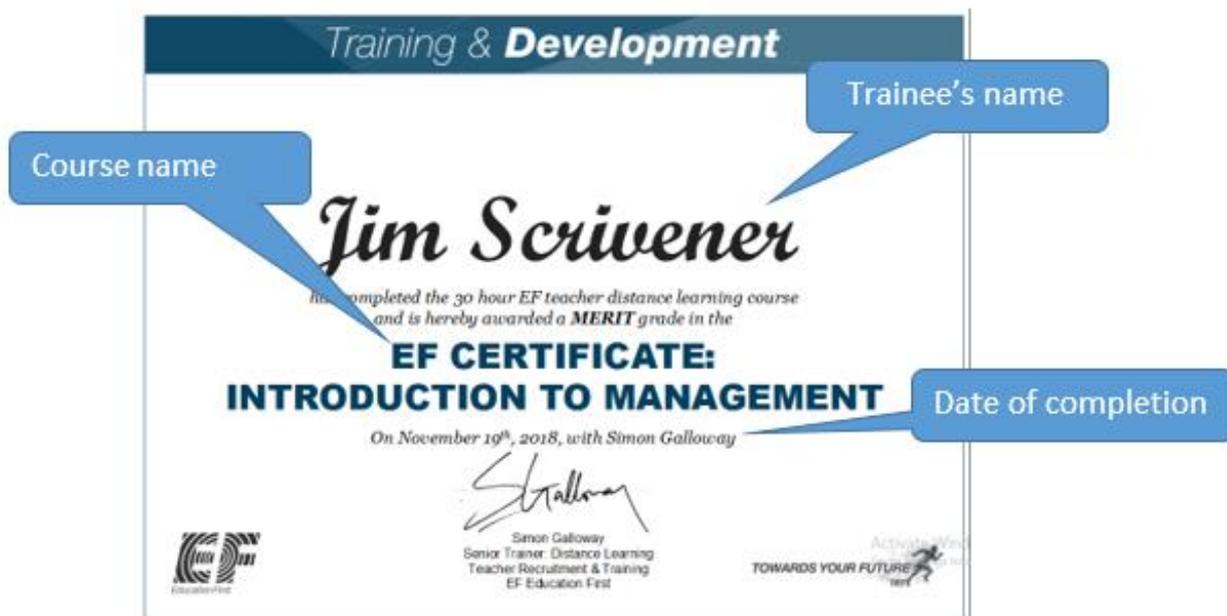
Overview of Modulated (5 Week) Online Courses.

At the end of 2018 we broke the 10-week Language courses (Grammar, Phonology and Vocabulary) down into two 5-week modules each (each module being a separate course). This allowed for a greater number of trainees to do online courses each year, and for us to align these courses more smoothly with Cert and DipTESOL (see below). These newly organized Modulated Courses for language teaching skills aim to build core skills in those areas of teaching, with a focus on the following:

Grammar 1 Form and Function Inductive vs Deductive Approach Effective Boardwork	**Phonology 1** Segmental Phonology IPA Chart Effective Boardwork	**Vocabulary 1** Presenting Vocabulary Memorizing Vocabulary CCQs
Grammar 2 Setting Context Cognitive Load Activity Sequences	**Phonology 2** Supra-segmental Phonology Connected Speech Utterance Transcriptions	**Vocabulary 2** Lexical Approach Advanced Language Analysis Concordancers

Further details can be found at http://trttraining.net/. On top of learning to analyse language and teach it effectively, each course also aims to build skills in reflective practice, academic writing, and collaboration, and these are core competencies that are assessed in each course. Trainees on these courses are expected to also become more reflective in their teaching, and more ready to succeed in course assignments on accredited courses like CertTESOL and DipTESOL.

Module 1 in each area builds foundation knowledge, and helps prepare trainees for CertTESOL. They are open to all teachers.

Module 2 helps prepare builds more advanced knowledge helps trainees for DipTESOL. Module 2 courses are open to those who have completed CertTESOL/CELTA, MA TESOL, or the Module 1 course in that area.

Structure of Modulated (5 week) Courses

The Distance Learning Modulated courses are all 5 weeks long and include the following components:

Week 1	• Introduction to using Motivis • Introduction to Course Competencies • Self-introductions / getting to know course-mates • Reading and goal-setting
Week 2	• Reading and application tasks x 2
Week 3	• Reading and application tasks x2
Week 4	• Draft Assignment, applying the ideas in the course so far to the trainee's own lessons, and writing a 1200-word report • Final Questions (chance for trainee to ask any remaining questions they have) • Peer Reviews
Week 5	• Final Assignment Submission (using peer reviews to help edit the draft) • School idea sharing: 10-15 minutes sharing their week 4 research with their colleagues in a teachers' meeting

The final assignment will grade the trainees on the competency sets described on the next page (and each competency will be practiced first in one of the course activities).

Modulated Course Competencies

A1: Language Analysis (15%)

- Displays accurate understanding of technical ideas from course
- Able to convey technical ideas from course clearly

A2: Rationale for activities and staging (15%)   Video

- Rationale for choice of lesson aim and language target are given, with reference to learners (prior knowledge, reasons for studying, preferences etc)
- Rationale for choice of activity given, with reference to lesson aims and benefits for learners
- Reference made to ideas from the course
- Evidence of understanding of key principles and ideas from the course

A3: Procedures (15%)

- Procedures are explained clearly and concisely, including timings and interaction patterns
- Procedures show clear support for lesson and activity aims, and provide maximum learning and practice for learners
- Procedural notes are supported by clear organization: sub-headings, diagrams, photos and diagrams as appropriate
- Handouts and materials are provided, showing clear support for lesson and activity aims

A4: Conclusions (15%)

- Degree of success of lesson is given, with reference to the lesson aims
- Evaluations of reasons for degree of success given, with reference to concrete evidence from learners (including things they said and did)
- Possible Adaptations provided, for different levels, ages, language targets or lesson types - with reasons given for each
- Possible changes for the future are considered, with reasons given for each

A5: Academic Writing (10%)   Video

- Work is within the requested word count
- Word count is listed on the cover page
- References are consistently cited in text, when ideas are mentioned
- Bibliography provided at the end
- Referencing is in line with standard academic conventions (e.g. Harvard Referencing etc)
- Cover page provided, with details of trainee, tutor, date and assignment title
- Written in academic register
- Uses accurate spelling, grammar and punctuation
- Arranged in a clear and logical order, that flows from start to finish
- Pictures, diagrams, tables, subheadings etc used to clarify information where appropriate, in main body of text or appendices.

TRT Online Courses Training Methodology

A lot of learning is done online these days; however, not all online courses fully take advantage of the tools available to maximize learning. Here then is a summary of the methodology we use in TRT's online training courses and why it is chosen.

Asynchronous.

The majority of communication on TRT's online courses are what is called 'asynchronous': this means that participants are not communicating in real time; instead, tasks are mostly written in discussion forums (and occasionally in we-chat and other tools: see below), and responses are given by other course-mates in their own time. Benefits of this approach are:

- **Time Flexibility**: everyone can contribute to the discussion in their own time, making it easier to fit the course around work and life schedules
- **More time to think and reflect**: asynchronous learning allows trainees to go at their own pace and research information more thoroughly before posting. Therefore, the quality of responses is often very high.
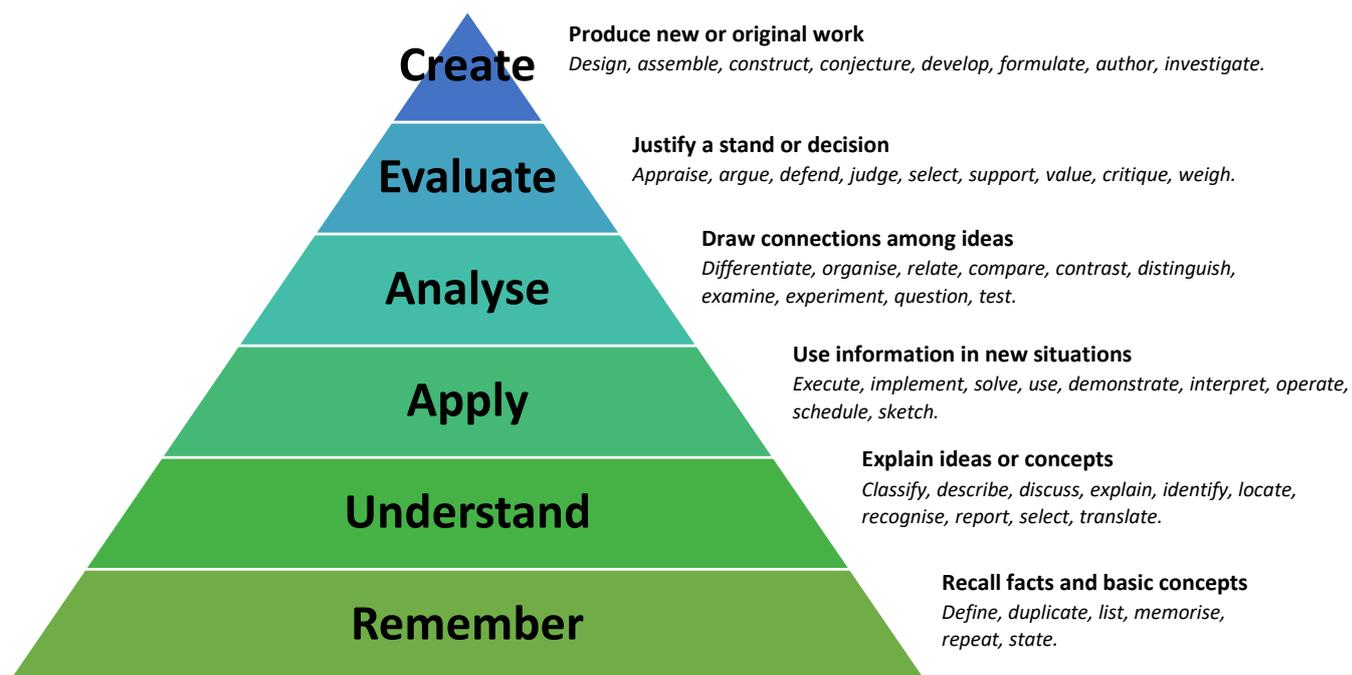
Collaborative.

In almost all course tasks there will be at least some opportunity to communicate with your course-mates. Tasks will often be one of the following types:

1. **Discussion / Debate:** You will discuss a particular topic or idea, either in smaller groups or the whole course group together.
2. **Individual reflection, plus responses**: Here you will do your own task individually, but be asked to also comment on 2 peers, saying what you liked and giving questions and suggestions.
3. **Collaborative task**: In pairs or threes you will be creating a resource to be used in the classroom, or for review by the course group.
4. **Assignments and Peer Reviews**. For the final assignment of the course you will write it individually but then everyone is peer reviewed by two group-mates, to give tips for how to improve the work before the final submission.

Aligned with Bloom's Taxonomy.

Bloom's well-known taxonomy (for the cognitive domain) states that learning happens in a particular order: We have to remember information, then understand it, then apply it, and after that we can analyse, evaluate and create using it. Simply remembering and understanding is not enough: true learning is proven by the ability to use information for the higher level tasks, and all our distance learning courses will ask you to apply what you know in your own work and evaluate your success.

There may well be quiz tasks based on remembering and understanding at the start of a course or module, but later on you will always be asked to focus on application and evaluation.

Create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate.

Evaluate
Justify a stand or decision
Appraise, argue, defend, judge, select, support, value, critique, weigh.

Analyse
Draw connections among ideas
Differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test.

Apply
Use information in new situations
Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch.

Understand
Explain ideas or concepts
Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate.

Remember
Recall facts and basic concepts
Define, duplicate, list, memorise, repeat, state.

Mixed Media Input

We use a range of different input materials to try to leverage the advantages of each, including:

1. **Book chapters**: These are from books related to a particular subject and often provide either a general overview of a particular area (e.g. Ch 1 of many books), or else a more in depth look at a narrower area.
2. **Articles**: These often show a more personal piece of research, good for getting ideas for application in our own work.
3. **Video**: Videos can show ideas more vividly and ideas are easier to remember when they have been received as pictures.
4. **Podcasts**: The communication between 2 or more speakers in a podcast is engaging and they often push each other to think about things in more depth or clarity.

Other tools used

To facilitate further communication, some course tasks might also use the following tools:

1. **Sharepoint** (EF's one drive for business). This allows participants to comment in different formats that are available in usual discussion forums – e.g. excel tables and using 'review' comments and responses on Word based assignments.
2. **Microsoft Forms**. This is used for surveys and quick quizzes
3. **Quizlet**: This has flashcards that can be used for review
4. **Collaborative Whiteboard**. Trainees can add words and pictures to an online whiteboard that can be seen and edited by everyone on the course.

Ideas for online collaborative tasks came from the following sources:

- Salmon, G & Jacques, D (2007) *Learning in Groups 4th ed*. Routledge.
- Woodward, T (1995): *Ways of Training*. Singapore: Longman.
- Hermida, J (2015): *Facilitating Deep Learning*. Oakville: Apple Academic Press.
- Ritchhart, R et al (2011): *Making Thinking Visible*. Jossey Bass Books.

Tips for Success in Distance Learning

Some people on their first online course worry about whether they will get much out of it, since most teachers are more used to traditional face to face courses and classes.

Online learning is revolutionizing the way we learn, however, and has many advantages over the traditional classroom. A blended learning approach (incorporating both face to face and online components) is now often seen as the more effective way of structuring courses.

See this TED talk to reflect on some of the ways online platforms are revolutionizing learning.

To get the most of this online course, it is recommended that you:

1. **Get to grips with the LMS (**Learner Management System e.g. Blackboard, Motivis). Play around with different functions when posting blogs (for attaching pictures and files, and formatting your text), and explore all the tabs and content areas (including this one!). If you get stuck, then your LMS will have a help guide. E.g. this Motivis Help Guide.

2. **Actively apply ideas in your own work**. In some ways this is analogous to the idea of the flipped classroom (see another engaging TED talk here about using videos for this) where learners study new content in their own time and at their own pace, before applying it in the real world.

3. **Take advantage of the community**: you have many course-mates on your course who you can learn a lot from. Read their posts to see other perspectives and find out how they have applied ideas and what they have learned from them. Be active in offering encouragement and suggestions.

4. **Share ideas with your colleagues**. We learn a lot by teaching others. It can be very beneficial to share ideas from the course (e.g. in a short workshop or ideas-sharing session) with your colleagues, in your weekly teachers meeting.

It's well worth looking at this video too, specifically about success in TRT Online Learning Courses.

3 other key skills for success in Online Learning are:

1. **Time Management**, since you don't have scheduled lessons, or a tutor physically there to keep you on track.
2. **Clear and accurate writing:** since this is the main way that you show what you have learned and how you have applied it to your own lessons.
3. **Using Data effectively**: the graded assignments at the end of each course require you to decide on a research question and use it to develop an area of your work. To do this effectively requires the ability to collect and analyse data.

These 3 areas are covered in more detail below:

Time Management

You will be doing this course alongside your regular work (and everything else going on in your life), so it is important that you can plan your time effectively to fit everything in. This course will take on average 4 hours per week for 10 weeks (though if English is not your first language, then reading and writing might take longer).

It is suggested that you plan your time at the beginning of each week. You will be able to see the next week's content from the previous Friday, so you can start to plan your time before the unit officially begins.

It is recommended that you use a to-do list to manage your time. See this Mindtools Article for suggestions for using to-do lists effectively. There are many phone apps these days that can manage to-do lists e.g. Remember the Milk, and Todoist.

Effective time management isn't just about doing all tasks however, since there is never enough time to do everything. You also have to prioritize effectively. See this article about the Eisenhower Matrix, and the 80-20 rule, for more details on effective prioritization.

When scheduling your time, it's important to consider the above principles. It is also useful to schedule yourself the same times each week to work on your course, harnassing the power of habit. See here for more on scheduling your time. Scheduling is an important part of forming good habits.

Academic Writing

Every Distance Learning Course has a number of assignments. These allow you to show-case what you have learned from the course through your reading, application and reflection. We cannot see you actually apply ideas in your work (except in the assignments that involve video), so we need to get a sense of your understanding from your writing. Some of you may be determined to get a high grade; others of you might want to focus more on learning than grades and, of course, that is fine-the ultimate goal of every course is the acquisition of new skills and ideas. Do note though that the

criteria for each assignment is designed to push you to reflect on your learning, so a high course grade is a good (though of course not perfect) indication of learning.

Elements of effective writing are explained below. Also, remember we are all English teachers - therefore writing should be clear and accurate, and where appropriate use diagrams, tables and pictures to further clarify ideas.

Elements of Effective Academic Writing

1. **Stay within Word Count:** the word count sets the expectation for the amount of depth required. If you are going over the count, then reduce sentences that are just narrative without analysis, or find ways to make the same point in fewer words.
2. **Cover Sheet.** Your assignment should include a cover sheet stating your name, the title and the word count.
3. **Citations and Bibliography:** needed for all assignments, because this is how you show you are building on the ideas of other writers. See more details in this Harvard Citation Guide .
4. **Introduction and Conclusion**: these frame your work and explain what you will do, what conclusions you have made, and what your future actions will be.
5. **Show your evidence:** give direct evidence for each of your conclusions. This can include observations, quotations and data. It is difficult to trust conclusions if no evidence is given.
6. **Appendices**: if you have tables, or extra information, that don't fit within the word count (or they would break up the flow of the writing too much), then put them in appendices at the end.

See this Video for more details on the above, for TRT distance learning courses.

Using Data in your Course Research

Collecting Data

Many of the distance learning courses will ask you to do research in your own work using the ideas and principles from the course. Usually you will be asking yourself a research question (or questions) and then using what you learn from your students or colleagues to answer that question. In the process you will be gathering data.

We often say there are two types of data: **Quantitative** and **Qualitative**. See this link to a Survey Monkey article for a clear explanation of the differences, especially on where each can be used:

> Let's see how to use each method in a research project:
> - **Formulating hypotheses: Qualitative** research helps you gather detailed information on a topic. You can use it to initiate your research by discovering the problems or opportunities people are thinking about. Those ideas can become hypotheses to be proven through **quantitative** research.
>
> - **Validating your hypotheses: Quantitative** research will get you numbers that you can apply statistical analysis to in order to validate your hypotheses. Was that problem real or just someone's perception? The hard facts obtained will enable you to make decisions based on objective observations.

- **Finding general answers: Quantitative** research usually has more respondents than qualitative research because it is easier to conduct a multiple-choice survey than a series of interviews or focus groups. Therefore, it can help you definitely answer broad questions like: Which of your company's services are most important? What are the general impressions of your students to a new teaching approach, or teachers to a particular management approach etc.

Incorporating the human element: Qualitative research can help in the final stages of your project. The quotes you obtained from open-ended questions in interviews or focus groups can put a human voice to the objective numbers and trends in your results. It often helps to hear your customers describe your company in their own words to uncover your blind spots. Qualitative data will get you that.
Some common ways of collecting the two types of data can be seen below:

Collecting Quantitative Data.
- Survey questions with multiple choice, or numbers
- Numerical test scores, observation scores etc. (See 'Classroom Observation Tasks' for many different ways of getting data from classroom observations)

Collecting Qualitative Data
- Survey questions with comments boxes
- Interviews (usually one to one)
- Focus groups (groups of 4-10) See here for tips
- Quotations
- Transcriptions of what students have said in a lesson

Popular free software for making surveys includes Survey Monkey, Microsoft Forms, Survey Gizmo, or Type Forms. Most can be sent through Wechat etc. to let respondents quickly reply on their smartphone. For questions asking for degrees of agreement, it is recommended to use a Likert scale. And here are things to avoid when designing your survey questions.

Analyzing Data

Data is not much use on its own: it's what you do with it that makes it important. Therefore, after you have collected your data you will need to analyse it and use it answer the research questions that you have set for yourself.

Analyzing Quantitative Data
The most popular way to analyse quantitative data is probably through excel. These articles from Office Help give a reminder of how to calculate averages and totals.
Your findings can then be shown either in tables, or on graphs. Here is an explanation of

- How to make graphs in excel
- When to use each type of graph.

(If still unsure about how to do any of the above, then ask your manager: the higher up the hierarchy you go, the more you will need to use these kinds of tools!)

Analyzing Qualitative Data

You might think that qualitative data cannot be analysed in the same way, but actually, useful patterns can still be found if you are clear what you are looking for. These include:

- Searching for key words
- Searching for common ideas

Here are tips for analysing qualitative data.

Good luck!

All the best for your online learning with TRT. We hope you will find it beneficial in helping you to reflect on your work, build your skills and network with colleagues.

Any questions can be addressed to simon.galloway@ef.com

Appendix 1: Reading list.

Each course will include the articles and book chapters necessary for you to complete all course tasks. However, for a deeper understanding of the course subject, it is recommended that you find some of the following books as well, for the courses you are enrolled on:

Introduction to Management
Blanchard, K; Johnson, S (1982) *The One Minute Manager.* William Morrow & Co
White, R; Hockley, A; van der Horst Jansen, J; Laughner, MS (2008). *From Teacher to Manager*. Cambridge: CUP

Training and Development
Woodward, T (1995): *Ways of Training*. Singapore: Longman.
Wright, T & Bolitho, R (2007): *Trainer Development*. Amazon.
Wajnryb, R (1992) *Classroom Observation Tasks*. Cambridge: CUP

Lesson Planning
Scrivener, J (2011) *Learning Teaching 3rd Ed*. MacMillan
Harmer, J (2007) *The Practice of English Language Teaching 4th Ed*. Longman
Ur, P (1991) *A Course in Language Teaching Practice*. Cambridge: CUP

Vocabulary
Thornbury, S (2002) *How to Teach Vocabulary*. Longman
McCarthy. M (1990) *Vocabulary*. Oxford: OUP
Lewis, M (1993) *The Lexical Approach*. London: Language Teaching Publications

Phonology
Underhill, A (1994) *Sound Foundations*. Oxford: MacMillan
Hancock, M (1995) Pronunciation Games. Cambridge: CUP
Marks, J & Bowen, T (2012) *The Book of Pronunciation*. DELTA

Grammar
Parrott, M (2000) Grammar for English Language Teachers. Cambridge: CUP
Swan, M (2005) Practical English Usage 3rd Ed. Oxford: OUP
Thornbury, S (1999) *How to Teach Grammar*. Longman
Aitken, R (1992) *Teaching Tenses*. Elb Publishing

Reflective Practice
Richards, JC & Farrell, TSC (2005) Professional Development for Language Teachers. Cambridge: CUP
Wallace, MJ (1998) Action Research for Language Teachers. Cambridge: CUP

Learner Development
Swan, M & Smith, B (2001) *Learner English 2nd Ed*. Cambridge: CUP
Scrivener, J (2011) *Learning Teaching 3rd Ed*. MacMillan
Harmer, J (2007) *The Practice of English Language Teaching 4th Ed*. Longman

Appendix 2: Course Syllabuses

Management Courses

Introduction to Management

WEEK	TOPIC	KEY FOCUS
01	Introduction	
02	What is a manager?	The One Minute Manager; Mintzberg 10 Manager Roles
03	Communication	Meetings; Emails; Active Listening.
04	Motivation	Herzberg; Modern theories of motivation.
05	Culture	Hofstede's Cultural Dimensions
06	Feedback	Performance Review, Disciplining, Situational Leadership
07	Productivity	To do lists; Eisenhower Matrix; 80-20 rule; managing interruptions
08	Creating Powerful Habits	SMART goals.
09	Management Journal First Draft and Peer Review	
10	Final Journal Submission	

Managing Teacher Engagement

WEEK	TOPIC	KEY FOCUS
01	Introductions	
02	Student Motivation	Integrative vs Instrumental; Intrinsic vs extrinsic
03	Content Theories	Maslow's Hierarchy of Needs; Herzberg; McClelland; NPS
04	Process Theories	Goal Setting Theory; Equity Theory; XY Theory; LMX Theory
05	Modern Theories (And reflection on learning so far)	Dan Pink; Shawn Achor
06	Culture	Hofstede's Cultural Dimensions
07	Change Management & Case Studies	ADKAR
08	Planning Motivation Report	How to use data
09	Peer Review	
10	Project	

Training & Development

WEEK	TOPIC	KEY FOCUS

01	Introductions	
02	Theories of adult learning	Kolb's reflective cycle.
03	Training needs analysis (Assessed)	
04	Course design	
05	Assessing Training	Summative vs Formative assessment; validity, reliability, washback.
06	Preparing for training	
07	Training delivery (Assessed)	
08	Online learning	
09	Training Evaluation (Assessed)	
10	Peer Review (Assessed)	

Teaching Courses

Reflective Practice

WEEK	TOPIC	KEY FOCUS
01	Introductions	
02	Methods of Reflective Practice	From Richards & Farrell
03	Peer Reviews	
04	Reflective Journals	Kolb's Reflective Cycle
05	Self-Monitoring	
06	Other Methods of Reflecting	Peer Coaching, Team Teaching, Critical Incidents
07	Using Data to Make Conclusions	Qualitative vs Quantitative Data
08	Self-Evaluation and Research Goals	
09	Peer Review	
10	Final Submission (Assessed)	

Lesson Planning

WEEK	TOPIC	KEY FOCUS
01	Introductions	
02	Warmers & Context	CAP Model
03	Presenting Language & Controlled Practice	Demand High; Collaborative Learning; Materials
04	Assignment 1: Lesson Plan 1st half (30%)	
05	Freer Practice	Gaps; Bloom's Taxonomy
06	Lesson Structure	PPP, ERA, ARC; Backwards Planning
07	Assignment 2: Full Lesson Plan (30%)	
08	TTT & TBL	Responding to learners
09	Differentiation	Differentiation by task, materials and groups.
10	Assignment 3: Full Lesson Plan (30%)	

Modulated Courses

Grammar 1

WEEK	TOPIC	KEY FOCUS
01	Introductions & What is Grammar?	
02	Techniques for presenting and practicing Grammar	Boardwork; Timelines e-factor and a-factor, ESA vs ARC
03	Inductive vs Deductive Approaches	
04	Assignment: Draft and Peer Reviews	
05	Assignment: Final Submission	

Grammar 2

WEEK	TOPIC	KEY FOCUS
01	Introductions / English vs Chinese	
02	Prescriptivism vs Descriptivism / Context Setting	CAP model
03	Scaffolding Grammar Instruction	Penny Ur 7 activity types; Demand High, Cognitive Load
04	Assignment: Draft and Peer Reviews	
05	Assignment: Final Submission	

Phonology 1

WEEK	TOPIC	KEY FOCUS
01	Introductions / IPA Chart	
02	Challenging Sounds for Chinese learners	Phonemes; Practical tips for showing how sounds are made
03	Word Stress, and Phonology Activities	Reflective cycle, Boardwork
04	Assignment: Draft and Peer Reviews	
05	Assignment: Final Submission	

Phonology 2

WEEK	TOPIC	KEY FOCUS
01	Introductions / sentence stress	
02	Intonation	Tone Units; tonic syllable.
03	Connected Speech	Elision, Assimilation, Intrusion, Juncture, Liaison
04	Assignment: Draft and Peer Reviews	
05	Assignment: Final Submission	

Vocabulary 1

WEEK	TOPIC	KEY FOCUS
01	Introductions / Aspects of Vocabulary	
02	Techniques for presenting Vocabulary	Boardwork: word webs and componential analysis, CCQs
03	Memorizing vocabulary, and running effective vocabulary activities	Spaced Repetition; Personalization, Emotional Impact
04	Assignment: Draft and Peer Reviews	
05	Assignment: Final Submission	

Vocabulary 2

WEEK	TOPIC	KEY FOCUS
01	Introductions / What is the Lexical Approach?	
02	Activity Reflection, lexical Notebooks	Lexical Activities
03	Concordancers, Language Analysis	Corpus Data
04	Assignment: Draft and Peer Reviews	
05	Assignment: Final Submission	