



Invest in Your future

Teacher Development Interactive
Online professional development anytime, anywhere

Do you want to provide professional development to your staff ?

Teacher Development Interactive is a ready to use certified program that requires no further development.

Do your teachers have schedules that require flexible study?

Teacher Development Interactive is the affordable course to fit their timetable and receive a world-recognized certification.

Do you want your teachers to build a strong foundation in English language teaching?

Teacher Development Interactive provides rich, interactive content, and video-based online instruction in a flexible, easy-to-navigate learning environment.

Did You Know?

Successful completion of four modules leads to a First TESL/TEFL Certificate from the internationally recognized ELT Institute, Hunter College, City University of New York!

Professional Growth

for both new and experienced teachers!

Teacher Development Interactive (TDI) is an interactive online course to train and certify teachers to deliver effective instruction in English as a foreign language.

With Teacher Development Interactive you will learn with the very best instructors. Each online module focuses on a different teaching skill and is taught by a leading expert in that particular field. Because Teacher Development Interactive is online, you can complete each module on your own time, at your own pace from anywhere you have access to the internet.



Study Options

- **Online Facilitated** – Get support from an online facilitator who guides the class, reviews your written assignments, and leads the discussion forum.
- **Blended** – Work both online and face-to-face in the classroom with collaborative projects, peer teaching, and reflective tasks. (approximately 20 hours online and 20 hours face-to-face)

The **Teacher Development Interactive Diagnostic Test** provides quick, easy, and accurate feedback that helps teachers determine which areas are their strongest and weakest, and aids them in tailoring a study plan that suits their needs.

Each Teacher Development Interactive lesson includes:

- Clear Learning Outcomes
- Video Lectures
- Authentic Classroom Demos
- Animated PowerPoint Presentations
- Interactive Presentations and Practice
- Practical Application Tasks
- Written Assignments
- A Final Quiz

Real Teaching in Action

Authentic classroom video clips provide opportunities to observe effective teaching and learning.

The screenshot shows the interface for Session C: Psychological and personality factors. The page title is "Recognizing learning styles (Page 6 of 12)". Below the title, there is a video player showing a teacher in a classroom. The video player has a navigation bar with "Lesson 2" and "Session C". The video content shows a teacher standing in front of a greenboard, and a green box on the right side of the screen contains the text "Recognizing learning styles".

Engaging Video Presentations

ELT experts teach and inspire. Animated PowerPoint presentations and video transcripts support diverse learning styles.

The screenshot shows the interface for Session B: Language and culture. The page title is "What is culture? (Page 2 of 7)". Below the title, there is a video player showing a teacher in a classroom. The video player has a navigation bar with "Lesson 3" and "Session B". The video content shows a teacher standing in front of a greenboard, and a blue box on the right side of the screen contains the text "Culture is..." followed by a list of items: "customs", "ideas", "art", "food", "music", and "clothing".

Practical Application Activities

Interactive tasks review and reinforce key concepts and link theory to classroom practice.

TEACHER DEVELOPMENT **INTERACTIVE** FUNDAMENTALS OF ELT Home | Help | Sign out

3 Session B: Language and culture Switch to Teacher view

The acculturation process: Practice task (Page 6 of 7)

Now that you have learned about the acculturation process, try this practice task.

Each of these statements is an example of one stage of acculturation. Drag and drop each stage from the answer pool into the correct blank.

Move
Excitement
Culture shock
Assimilation
Culture stress

1. DRAG ITEM HERE It is still challenging for me to get used to living in this country. Some things people say here still confuse me sometimes. For example, people always ask me how I'm doing, but they don't really mean they care about how I feel. I used to think it was a question, but now I understand that asking someone "how are you?" is just a greeting.
2. DRAG ITEM HERE In the past, I would never speak up in class. I would just sit quietly and take notes because, in my culture, it's not acceptable for students to talk in class or ask questions. But now I know that in this country students are welcomed and even expected to speak up in class, so that's what I do. I think my grades have gotten better because the professors see that I come prepared.
3. DRAG ITEM HERE I was so excited to come to this country, but now I wish I had never come here. I feel so overwhelmed and confused about things people say and do here. They often say "how are you?" but they never stop to hear what my answer is. Why do they ask that if they are not really interested in learning how I am? It's really rude.
4. DRAG ITEM HERE I love living in this town. People are so friendly and helpful. They smile and say, "Hello," every time I pass them on the street. They seem to really care about me.


Written Assignments

An e-portfolio of observations, reflection, discovery, lesson plans, and classroom-based research provides an opportunity for professional growth.

3 Writing Assignment Switch to Student view

Lesson 3: Coursework: Writing Assignment

Choose one of these assignments and follow the instructions. Then type in and submit your results below.



- 1) Reflect:** Reflect on how you incorporate culture into your own language teaching. Use these questions to write a journal entry.
 - Think about the content of your lessons. How much of your classes are devoted to what you would consider language (structures, functions, vocabulary, skills)?
 - How much of your classes are devoted to L2 culture specifically, or how culture is evident in language use?
 - What do you feel is an appropriate mix of language and culture for your students? Why?
 - What changes would you propose to your current lessons based on this reflection?
- 2) Discover:** Explore English language textbooks and discover how elements of communicative competence can be seen in these texts. Write up your findings in a brief report.
 - Choose three different English language textbooks to evaluate.
 - Examine the lessons in these books for evidence of the different areas of communicative competence outlined in this lesson.
 - Describe how these elements were identified in the texts.
 - Compare the texts and describe how much exposure to the different areas of communicative competence that each offers.
 - Write a brief report of your findings.
- 3) Design:** Design a lesson to address one of the aspects communicative competence addressed in this lesson. Write a lesson plan, carry it out, and evaluate its effectiveness.
 - Choose one element of communicative competence you would like to incorporate.
 - Plan a lesson to incorporate this element into the normal lesson you would teach, using the suggestions in this lesson or designing your own.
 - Carry out the lesson, including assessment of the specific element you have included.
 - Evaluate how well it went as well as any adjustments you would make next time.
 - Describe your lesson and evaluation in a brief report.

Formative and Summative Evaluation

Frequent assessments ensure mastery of key principles and skills. The final test measures the module learning outcomes and leads to TEFL/TESL certification after successful completion of four modules.

Concept Check

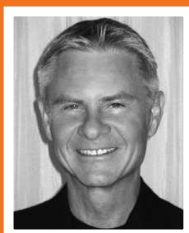
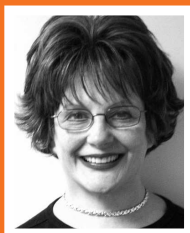
Drag the text type from the box to the description of how we read that kind of text.

newspaper headlines
instructions
novels
words in the dictionary

1. We read newspaper articles to predict what the texts are about.
2. We read _____ to understand a specific definition. We ignore all the other text on the page.
3. We read _____ to get a general idea of what happened.
4. We read _____ for pleasure.
5. We read _____ in detail in order to perform certain tasks.

Check Answers

Learn from World-Renowned ELT Professionals



The Fundamentals of Teaching Young Learners Module

Diane Pinkley and David Nunan, Series Editor

Survey the theory and practice of teaching young learners. Develop a range of approaches to lesson planning, classroom management, creative materials development, and assessment.



The Fundamentals of English Language Teaching Module

H. Douglas Brown

Survey the theory and practice of language teaching and learning, and learn how to apply learner-centered instruction in a variety of contexts.



The Reading Module

Jeremy Harmer

Expand your knowledge of the reading process as you learn to apply a range of practical reading skills and strategies. Learn to develop an extensive reading program, assess reading abilities and design authentic reading tasks.



The Listening Module

Jack C. Richards

Learn skills and strategies to help students become effective listeners, and learn how to select appropriate listening materials, create dynamic listening lessons and use new technologies.



The Speaking Module

Allen Ascher

Learn to foster authentic interaction in the classroom. Get concrete suggestions on error correction, lesson planning, spoken assessments, and communicative competence.



Preparing for the Teaching Knowledge Test (TKT) Module

Susan Hillyard and María Victoria Saumell

Master ELT terms and concepts, principles of lesson planning, and effective classroom management tools to succeed on the Cambridge ESOL TKT or other basic teaching exams.

To find out more about the authors go to
www.pearsonelt.com/tdi



“The course gave me a background in ELT theory, which complements my actual teaching. I have gotten many ideas that I can put into practice with my own students.”

– Teacher from China

“What I find really interesting is that you can manage your time and speed. I like the instant feedback that you receive after each exercise.”

– Teacher from Argentina



Come and take a look at a demo at:
www.pearsonelt.com/tdi