



Course length and times

This is a 30-hour course, three hours a day for two weeks. It runs from 09.00 – 12.00 in January and 13.15 – 16.15 in July and August.

You will have access to the library and study centre during your course. You can watch DVDs of lessons, take out journals and books, or study English in our computer room.

Who is the course for?

This course is suitable for teachers who want a highly practical approach to developing their teaching and ideas to take back to their classroom. The course is aimed at teachers of teenagers and adults. Techniques, activities and materials will be demonstrated and the principles behind the materials considered. Participants' own language will be developed as they explore ways to teach language.

Participants should have an English level of B2 or above on the Common European Framework (CEF) to follow this course.

Course objectives

By the end of the course participants will:

- have participated in classroom activities to experience teaching techniques and activities
- have shared teaching ideas from their own classroom experience.
- have improved their knowledge of English and their ability to use English for teaching purposes
- have learnt to adapt materials to their own teaching context.

Examples of syllabus content

- developing students' speaking, listening, reading & writing skills
- introducing and practising new language (grammar/vocabulary/function)
- catering for different learning styles in the classroom
- integrating new technologies into language learning
- exploiting and integrating authentic material (songs, newspapers, TV programmes and films)
- introducing games with a pedagogical focus
- developing students' pronunciation
- exploiting student errors, dealing with emerging language and reformulation
- dictogloss and other dictation activities
- adapting teaching approaches and techniques to learners with specific needs e.g. exam preparation classes, business.

Other areas can be included according to the needs of a particular group of course participants.

Recommended pre-course reading

According to how much time you have and your own teaching context, we suggest you choose from the following reading to prepare yourself for the course.

1 Thornbury S (1999) *How to Teach Grammar* Longman

A useful, practical book which reflects on what grammar is, and provides lesson outlines for different approaches to teaching grammar.

All the books in this 'How To' series are useful.

2 Seymour D and Popova M (2005) *700 Classroom Activities* MacMillan

A useful, practical book full of teaching activities.

3 Arndt V, Harvey P & Nuttall J (2000) *Alive to Language* CUP

A refreshing approach to the English language system including self-study tasks.

Pre-course task

Before the course begins, please consider and make notes on the questions below. You will find this helps you to prepare for the course and you may also want to refer to your notes during the course.

- 1 Think about a successful lesson you have taught recently. What were the aims of the lesson and what made it successful?
- 2 In what ways would you most like your teaching to develop in the future?

Sample Timetable

Practical Teacher – Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Getting to know each other • Needs analysis and discussion of teaching contexts • Course administration and library tour • Icebreaker activities and building rapport 	<ul style="list-style-type: none"> • Receptive skills: Jigsaw reading • Language from a text • Language development: lexis and collocation 	<ul style="list-style-type: none"> • Integrating phonology into your lessons • Connected speech and prominence 	<ul style="list-style-type: none"> • Receptive skills: reading strategies • Task types and lesson sequencing • Guidelines for using authentic texts 	<ul style="list-style-type: none"> • The Lexical Approach: techniques and activities • Developing speaking skills

Practical Teacher – Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> • Live listening: a demonstration • Decoding: techniques for active listening 	<ul style="list-style-type: none"> • Approaches to grammar: guided discovery • Adapting coursebooks • Lifting materials off the page 	<ul style="list-style-type: none"> • Using technology in the classroom • Web Quests and research projects 	<ul style="list-style-type: none"> • Productive skills: approaches to writing • Guided visualisation: a demonstration 	<ul style="list-style-type: none"> • Lesson planning: aims and stages • Recycling lexis: activities and techniques • End of course review and certificates