

# Teacher Training Course

## Purpose

*To use a communicative language approach to help achieve educational requirements of*

- a) the teachers
- b) the students of the teachers
- c) the local education boards
- d) schools themselves

## Participants

- Highschool teachers

## Aims of the course

- Through the introduction and study of the communicative approach to language learning and acquisition, participants are encouraged to develop an innovative approach to their own development of teaching materials relevant to their own teaching experience and contexts.
- To encourage a cyclical approach to materials development and implementation, through regular feedback and workshop sessions.
- To help participants view materials development as an approach to problem solving: to identify and prioritise particular problems which they need to sort out in order to be clearer and more confident in what they do, and thereby solve classroom management problems.
- Participants to use the workshops for their own purposes rather than being obliged to follow a pre-planned workshop topic of content.
- Encourage a view that the communicative approach to language teaching and learning might help solve problems identified by the teachers themselves.
- Build on teachers' own knowledge of their learners so that the rationale and principles of the communicative approach be closely related to the teachers' view of their learners the language learning process they go through.

# Monday

## Introduction

**Discussion:** The aim to find out participants initial attitudes towards teaching, language learning.

- What is teaching?
- What are your ideas about teaching/learning a language?
- What are your experiences of teaching/learning a language?
- What do you think are your learners attitudes to and experiences of learning a language?
- What are you aiming to get from these sessions?

**Presentation:** What is a Communicative Language Teaching (CLT) approach to teaching and learning a language?

## Break

**Discussion:** How might a CLT approach to teaching and learning a language be different from what your own and your learners' experience of teaching and learning a language is?

**Video:** participants watch a series of videos of CLT classes, to get ideas of what CLT teaching looks like.

## Lunch

## CLT in the classroom

**Practice materials:** participants practice CLT materials on each other, helping to understand how to deliver CLT activities, how the activities work.

## Break

**Peer assessment and feedback:** participants discuss how they felt about teaching the new materials, how they might be adapted to work in their own classes.

# Tuesday

## Focus on Speaking

**CLT speaking practice:** participants analyse a series of materials to test their quality as CLT activities.

**Video:** participants watch a series of videos of CLT speaking classes, discussing various aspects of the classes, such as how the CLT activities were delivered, and what type of activities were used.

## Break

**Materials development:** participants form groups with teachers who have similar language teaching situations, i.e. similar students and are given a set of materials to develop CLT speaking activities.

**Practice new materials:** participants present and practice their new materials on each other.

## Lunch

## Peer assessment and feedback

**Peer assessment and feedback:** participants discuss how they felt about teaching the new materials, how they might improve them.

## Break

**Presentation:** What is the CEFR?

**Discussion:**

- How do you think the CEFR can be applicable or relevant to how you develop materials?
- How does your own knowledge and experience fit in with the ideas in the CEFR?
- Is it possible for your learners to benefit from a consideration of the CEFR in your materials development?

# Wednesday

## Vocabulary and Grammar

**Presentation:** What is the Lexical Approach?

### Discussion

- How are the ideas in the Lexical Approach similar or different to how you present vocabulary and grammar in the classroom?
- How might your learners feel about experiencing the Lexical Approach in your classroom?

## Break

**Materials development:** participants form groups with teachers who have similar language teaching situations, i.e. similar students and are given a set of materials to develop CLT vocabulary activities.

## Lunch

## Materials development

**Practice new materials:** participants present and practice their new materials on each other.

## Break

**Peer assessment and feedback:** participants discuss how they felt about teaching the new materials, how they might improve them.

# Thursday

## Reading and Writing

**Presentation:** Teaching reading and writing as a communicative activity using the CLT approach.

**Discussion:**

- How does teaching reading and writing as a communicative activity fit with your own experiences of teaching and learning?
- How do you think learners would react to teaching reading and writing as a communicative activity?

## Break

**Materials development:** participants choose aspects of their materials they would like to adapt and are encouraged to make some developments

## Lunch

## Practice new materials

**Practice new materials:** participants present and practice their new materials on each other.

## Break

**Peer assessment and feedback:** participants discuss how they felt about teaching the new materials, how they might improve them.

# Friday

## Materials Development

**Materials development:** Based on what you have studied this week, choose a particular language point you wish to teach with you group and develop the materials accordingly.

### Break

**Practice new materials:** participants present and practice their new materials on each other.

### Lunch

## Feedback

**Practice new materials:** participants present and practice their new materials on each other.

### Break

**Peer assessment and feedback:** participants discuss how they felt about teaching the new materials, how they might improve them.

#### Discussion:

- What has been your overall experience of this course?
- Has it allowed you to more effectively adapt your own teaching materials to provide you and your learners with a more positive learning experience?

#### Follow up:

- You are going to organise a wiki page to use for a series of follow-up sessions.
- You may want to organise face to face follow-up sessions with other members of the course to discuss more precise problems and issues involved with implementation of the new materials you are developing.
- Your trainer will attend some follow-up sessions and discuss more precise problems and issues involved with implementation of the new materials you are developing.