

Methodology of TEFL

This course will benefit:

Non-native English speakers teaching English to students aged 10 upwards

It is also suitable for teachers of CLIL, Business English and English for Specific Purposes

Primary teachers may attend the course with reference to older primary pupils preparing for secondary education

Objectives:

This is a hands-on, practical course designed to give an insight into current language teaching methodologies as well as improve language teaching practice by presenting various techniques and methodological approaches to teaching English as a foreign language. Participants will be given the opportunity to investigate changes and trends in the language itself.

Preparation - Pre-course preparative modalities:

Needs analysis

Online resources for pre-course, arrival and cultural information

Online language level assessment through the my.Bayswater platform

Practical arrangements - Intra-course modalities offered by the course provider:

Course tutor

Pedagogic learning materials included

Setting of learning objectives

Ongoing assessment and evaluation

Guidance and advice on homework exercises

Accommodation service & pastoral care: 24hr weekend emergency contact

City orientation tour

Optional cultural activities and visits

Access to my.Bayswater platform (for solo English language study)

Follow up provided - Post-course modalities:

Digital certificate of achievement

Validation of Europass Mobility

End-of-course test and programme evaluation

Post-course access to my.Bayswater platform for 3 months

Course content and strategies:

The input sessions are a blend of theory and practice in ELT using lecture format and practical activities based on task-based learning and communicative language teaching. They aim to equip participants with ideas and materials that can be used with their own students as well as provide exercises to refine their own command of the language.

Throughout the course, participants are given the opportunity to consider alternative practices, reflect on their own practices, and try out a variety of classroom activities. Included is a focus on how to use technology in the classroom and exploring the use of multimedia for teaching purposes. During the course, participants will be expected to come up with their own personal development action plan and select activities which they would like to try out in their own class.

Methodology for teachers of English as a foreign language

Course ref: EPCY 2 Methodology of TEFL

EPCY 2.1 One-week

EPCY 2.2 Two weeks

Entry level:

- › Minimum level CEFR B1 (Placement test must be taken PRIOR booking)

Language of tuition:

- › English

Daily teaching sessions:

- › Morning: 4 or 5 x 45 minutes (lessons)
- › Afternoon: 1 x 60 minutes Monday - Thursday (lessons)

Total course contact hours:

- › 1 week: 22.5 hours
- › 2 weeks: 45 hours

15

Maximum
class size

Course provider:

Bayswater Cyprus

- › OID E10023897 (PIC 911425484)
- › 138, Vasileos Constantinou, Limassol 3080, Cyprus
- › Tel: +357 25822923
- › E-mail: info@bayswater.ac

In association with:

- › Shadows Professional Development Ltd
- › OID E10070815

Sample programme: *This is a sample of a schedule which can be adapted to suit the participants' needs.*

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
08:00/ 09:00 -12:15	Welcome, testing and evaluation	The communicative approach	Get them talking! Encouraging your students to speak	The benefits of ICT	Engaging, motivating, inspiring the learner: getting the best out of your students
	Warmers, fillers and coolers and their value	Activities to develop listening skills	Songs and jazz chants	Exploiting the internet	Looking at multimedia
15 minute break					
12:15 -13:15/ 14:15	Overview of current methodologies - what works	Activities to develop reading skills	Creating a CLT lesson	Task-based learning	
				Teaching vocabulary	
Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
08:00/ 09:00 -12:15	Amplifying the use of videos and YouTube in the classroom	Bringing drama into the classroom	PBL project design	PBL project design using a variety of best practices	Formal vs informal (speaking and writing)
15 minute break					
12:15 -13:15/ 14:15	Setting up online activities	Project-based learning - what and how	Pronunciation and intonation	Grammar practice activities using a variety of methodologies	

Outcomes:

Gain a better understanding of English language teaching with practical experience

Expand and build on your own knowledge to use a range of practical methodologies

Be introduced to both new and established areas of teaching methodologies and accompanying techniques

Develop teaching strategies to meet the challenges of 21st century skills

Discover technology to use in your own classroom

Be exposed to multimedia for teaching purposes

Be given the opportunity to reflect on your teaching style

Further develop your own English language skills

Establish professional cooperation and links

Expand social networking and exchange of best practices

**If your Erasmus+ National Agency has additional requirements not covered in our advertised course offers, please contact us and we would be pleased to design your course to meet these requirements.*



Course topics:

Communicative language teaching

We look at ways CLT can be used to make learning meaningful as it emphasises the need for interaction. We show participants how to implement learning strategies to improve language acquisition and make learning purposeful. Classroom activities, such as role plays, interviews, games and surveys are completed in pairs and small groups, requiring debate, negotiation and compromise.

Pronunciation and Intonation

Pronunciation practice is exciting, interesting, and meaningful. As a neglected skill in language teaching we bring it back into the class to show how beneficial it is to enable students to speak comfortably. Pronunciation is instrumental in improving listening ability and making oneself understood. No matter how good grammatical competence, knowledge of vocabulary and overall fluency are, misunderstandings can occur if there are pronunciation inaccuracies.

Task-based learning

Instead of focusing on grammar acquisition and competence we show participants how to focus on the use of authentic language and to provide opportunities for students to exchange information with a focus on meaning.

ICT

Through examples, discussions, reviews and practices participants will be shown the numerous ways in which ICT can be integrated into everyday teaching to develop confidence in managing and utilizing it into the language classroom.

Project based learning

Get a taste of what project-based learning is all about and how it can be incorporated into the classroom. Find out which tools best help integrate PBL into the language classroom, how to monitor and assess students, and how to design projects.