**TFA – Classi A345 + 346**

**English Language Workshop for Middle and High School Teachers**

**Catherine (Kate) Riley**

**34 hours (8 workshops of 3.25 academic hours)**

**Course Outline**

The course will cover several interrelated and interdependent macro-areas which can be summarised under the following headings:

Topic 1 Language learning theory (L1 vs L2, EFL vs ESL, nativist to behaviourist, socio-cognitive and interaction theories, new paradigms)

Topic 2 The language learner and the learning context

Topic 3 The language teacher and the teaching context (including methodology – from grammar translation to Dogme)

Topic 4 Developing Teacher Language Skills and Competences: reading, listening, speaking, writing, lexical resource, classroom language, language use in the classroom

Topic 5 Developing Learner Language Skills and Competences: reading, listening, speaking, writing, lexical resource, can do statements, use of functional language, awareness of style and register, learner strategies, life-long learning skills etc.

Topic 6 English for Specific Purposes – teaching and developing specialised language (including CLIL)

Topic 7 Lesson planning (including recycling), materials development and using available resources

Topic 8 Classroom management, classroom procedures and techniques etc.

Topic 9 Curriculum development to meet learners’ needs, including choice of text books, inclusion of international certificate in programme etc.

Topic 10 Motivation in the language classroom, enhancing learning and learner development

Topic 11 Monitoring Progress: Evaluation and Assessment (forms and criteria -including self- and peer-assessment, and using the CEF as a benchmark)

Topic 12 Reflective Practice (W&H Questions), activity/lesson/course evaluation (by teacher and learners), modification and revision (Quality Assurance Cycle), professional development (life-long professional development). This is the underlying ethos of what makes a good teacher.

Given their interdependent nature, these headings do not correspond to single/separate units, but may be the focus of some of the workshops.

**Learning Objectives**

To develop knowledge of the principle theories of L2 language learning and how these are related to and reflected in the various methods, approaches and techniques which can be used in the classroom.

To develop an awareness of English language and linguistics so that they can draw on their language knowledge, skills and competences to illustrate, explain and develop similar knowledge and skills in their students.

To acquire knowledge of the various forms of assessment (formative and summative) and the various instruments and tools available for teacher assessment, learners’ self-assessment and peer-assessment.

To acquire knowledge of the various class management skills and techniques and to develop an awareness of which of these can be best used in their own teaching context.

To develop an understanding of both the importance of curriculum design, teaching unit (TU)design, activity design, materials development and how each contribute to the specific and general learning objectives and outcomes of the activity/TU/course.

To develop an awareness of what it means to be a reflective teacher and the implications for continued professional development.

**Learning Outcomes**

At the end of the course trainees:

* Can relate current approaches and methodologies to their underlying theories of L2 acquisition and learning and learning theories in general.
* Can compare and contrast current approaches and teaching methodologies adopting a personal approach which is appropriate to their view of learning and their teaching context.
* Are aware of the learners’ educational and cultural background and create a learning context which is appropriate to that context
* Can apply the understanding of the learning context to their planning of the curriculum and course development.
* Are aware of different learner styles and how this affects the kinds of activities to be included in the TUs.
* Are aware of learner needs of all kinds including developmental, cognitive, social and affective (motivational) including learners with special needs.
* Understand the different expectations of learners, other teachers, parents.
* Are aware of the role of learners’ L1 in the development of English Language competence.
* Can adapt classroom language to suit the level of the learners.
* Are aware of the kinds of strategies and procedures which can promote independent learning and life-long language learning skills.
* Can evaluate and select from a wide range of resources materials appropriate to their learning context and can (re)evaluate after use.
* Can use, adapt, supplement or create resources and materials for specific language skills and items to meet the specific needs of each learning context (in full respect of copyright law).
* Are familiar with a range of technical support systems/multimedia and can use them effectively (where and when appropriate) in the classroom.
* Can plan TUs taking into account: aims and objectives, skills development, anticipating difficulties, recycling old learning and moving on to new (scaffolding), timing, strategy and awareness development, syllabus requirements etc.
* Can set up and manage a wide range of classroom procedures, techniques and activities as appropriate to specific language items or developing specific skills.
* Is sensitive to the individual learners and their needs.
* Is aware of a range of methods for monitoring learners’ progress and can apply these with a high degree of reliability and provide appropriate feedback to learners.
* Are familiar with the various tests and examinations available that their students might work towards.
* Can evaluate their own planning and teaching with reference to the learning objectives and outcomes they have set for the activity/TU/course.
* Can take appropriate action both *in itinere* and after a course to enhance activities/TUs/course to ensure own professional development and general enhancement of teaching (reflective cycle).