

### 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 or 2 x 45 minutes (lessons)

**Total course contact hours:**  
1 week: 22.5 hours  
2 weeks: 45 Hours

**Maximum class size: 15**

#### Course Provider: Bayswater Cyprus

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**in association with:**

**Shadows Professional  
Development Ltd**  
OID E10070815

#### 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 myBayswater platform

#### Practical Arrangements Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Pedagogic Learning Materials Included
- Exchange of Best Practice
- Participants' Evaluation Feedback
- Accommodation service & pastoral care: 24hr weekend emergency contact
- **Optional** Cultural Activities and Visits
- City orientation tour and welcome activity
- Access to myBayswater platform (for solo English language study)

#### Follow up provided Post-Course Modalities

- A Certificate of Achievement
- 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.

**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 so as 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

**SAMPLE PROGRAMME**

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

| WEEK 1                           | Day One   | Day Two                                      | Day Three  | Day Four                   | Day Five   |
|----------------------------------|---|--|--|----------------------------|--|
| 08:00/09.00-12.15<br>(15' break) | Welcome<br>Testing and<br>Evaluation                    | The<br>Communicative<br>Approach             | Get them<br>Talking!<br>Encouraging<br>your students<br>to speak | The benefits of<br>ICT     | Engaging<br>motivating<br>inspiring the<br>Learner:<br>Getting the<br>best out of<br>your students |
|                                  | Warmers,<br>fillers and<br>coolers and<br>their value   | Activities to<br>Develop<br>Listening Skills | Songs and Jazz<br>chants   | Exploiting the<br>Internet | Looking at<br>multimedia   |
| 12:15 -13:15/14:15               | Overview of<br>current<br>methodologies<br>- what works | Activities to<br>Develop<br>Reading Skills   | Creating a CLT<br>Lesson   | Task-based<br>Learning     | Preparing a TBL<br>lesson  |
|                                  |   |  |  | Teaching<br>Vocabulary     | Course<br>evaluation   |

|             |  |
|-------------|--|
| Sat and Sun | <b>INFORMAL LEARNING:</b> Personal research, cultural visits, activities, practising language skills |
| Friday      | <b>FREE CULTURAL TRIP:</b> One Excursion included in <b>Two-Week Course</b>                          |

| WEEK 2                           | Day One   | Day Two                                     | Day Three                       | Day Four   | Day Five   |
|----------------------------------|---|---|---------------------------------|--|--|
| 08:00/09.00-12.15<br>(15' break) | Amplifying the<br>use of videos<br>and you tube in<br>the classroom | Bringing Drama<br>into the<br>classroom     | PBL project<br>design           | PBL project<br>design Using a<br>variety of best<br>practices            | Formal Vs<br>informal<br>(speaking and<br>writing) |
|                                  | Setting up<br>online activities                                     | Project Based<br>Learning – what<br>and how | Pronunciation<br>and Intonation | Grammar<br>practice<br>activities using<br>a variety of<br>methodologies | Course<br>evaluation and<br>reflection             |
| 12:15 -13:15/14:15               |   |   |                                 |  |  |
|                                  |   |   |                                 |  |  |

**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 21<sup>st</sup> 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