

### Course Ref: EPCY 7

English & ICT Tools for Teaching and Learning

EPCY 7.1 One-week

EPCY 7.2 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:

- Primarily at non-native language teachers and at other educational staff at secondary level who wish to improve the use of technology in teaching and learning while at the same time improving their fluency in English.
- Primary teachers teaching pupils preparing for secondary education may also find the course rewarding. Course content is suitable for CLIL.
- A wide range of free available technologies is introduced and worked on during the course.

### Objectives

This course will enable participants to improve personal fluency in English as well as experience a variety of software and online tools to incorporate technology into their learning environments. It intends to raise participants' awareness of the principles and practice of the use of technology in language teaching and to set up hands-on activities linking modern methodology and technology.

Throughout the course, participants will be exposed to ideas, skills and materials which they can use and adapt to their own contexts. The course will enrich participants' knowledge and understanding of Cyprus and its cultural heritage.

### Preparation Pre-course Preparative Modalities:

- Needs Analysis
- Online resources for pre-course, arrival and cultural information
- Online language level assessment through my.Bayswater 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

#### Intensive English

The key concept is communication. We use task based, collaborative and humanistic approaches to create a positive learning environment where the focus is on practical classroom activities. All aspects of English language skills are covered – speaking, listening,

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### English & ICT Tools for Teaching and Learning

#### Course Topics

##### Intensive English

The key concept is communication. We use task based, collaborative and humanistic approaches to create a positive learning environment where the focus is on practical classroom activities. All aspects of English language skills are covered – speaking, listening, reading, writing and mediation, as well as pronunciation vocabulary and grammar activities through a variety of mediums.

##### ICT Tools for Teaching and Learning - Module

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

##### Concordances in ELT

A *concordance* is a piece of software, either installed on a computer or accessed through a website, which can be used to search, access and analyse language from a corpus. We look at ways concordances can be useful to teachers for the creation of their own teaching materials or for students' autonomous research.

##### CMC: Computer Mediated Communication

CMC tools facilitate interaction and negotiation of meaning. Learners reflect less anxiety and increase self-esteem during electronic communication than in face-to-face interaction. We look at how both written and spoken language skills are developed through CMC in language learning

##### WebQuests

As more students gain access to the Internet, there is growing pressure on teachers to help their students use this valuable resource as an effective study tool. WebQuests are just one way in which teachers can help students use the internet as an effective study tool. The course examines how a WebQuest is designed to suit the needs and learning styles of learners as well as the benefits of using WebQuests in the classroom.

##### StoryBird

StoryBird is a great learner-based online tool for practicing reading and writing. Students can design picture books on their own or work in teams (e.g., author and artist) to create visually appealing representations of what they have been taught. For teachers, StoryBird efficiently enhances reading empowerment and writing proficiency through observation, interaction, emulation, and production based on language development of oracy, literacy, comprehension, and fluency.

reading, writing and mediation, as well as pronunciation vocabulary and grammar activities through a variety of mediums.

#### ICT Tools for Teaching and Learning - Module

The training is interactive, with input sessions, collaborative and group project work. Input sessions are in the form of hands-on workshops and could involve brainstorming, analysis and at times problem-solving. Sessions help participants set up tools such as Wikis and apply online tools in a scaffolded setting.

Participants are asked to reflect on the tools and activities presented, based on their approach to teaching today's students and to suggest variations of the use of the tools to their teaching and learning situations and contexts. Exchange of participants' ICT and pedagogical knowledge is encouraged through discussion. Participants' own language skills are developed and feedback given where appropriate. Participants are also introduced to appropriate websites related to the further development of their teaching skills and personal professional development.

### 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
09:00 – 10:30	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson
<b>15' Break</b>					
10:45 – 12:15	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson
12:15 – 13:15	Intensive English Module	Intensive English Module	Intensive English Module	Intensive English Module	Intensive English Module

**ICT Tools for Teaching and Learning Module will either be 08:00-09:00 OR 13:15-14:15**

Sat and Sun	<b>INFORMAL LEARNING:</b> Personal research, cultural visits and 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
09:00 – 10:30	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson
<b>15' Break</b>					
10:45 – 12:15	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson	English Language Lesson
12:15 – 13:15	Intensive English Module	Intensive English Module	Intensive English Module	Intensive English Module	Intensive English Module

#### Outcomes

- Further develop your own English language skills
- Improve teaching methods through the use of technology in teaching and learning
- More confidence in a range of freeware tools, software and programmes
- Increased students' motivation through the effective application of IT
- Greater awareness of learner needs, difficulties and behaviour
- Increased English language ability in ICT