



### **GLOBE TEACHER TRAINING COURSES for Adult/Secondary, Primary & CLIL teachers**

With expertise in academic management, teaching, learning resources and course design, the Globe is an ideal choice for developing your teaching skills. Our courses have an element of choice built in to allow us to tailor the programme to our clients' specific needs.

**Please note: all our courses are eligible for funding under Erasmus plus**

**CREATIVE PRACTICAL RESOURCEFUL - ideal for teachers wanting to update their skills and refresh their knowledge.**

- ❖ A 2-week course offering creative methodology, practical classroom activities and a bank of resources to take home.
- ❖ 42 hours contact time - 30 hours language development & 12 hours teaching methodology.
- ❖ Many practical ideas to be used with a variety of levels and in different situations.
- ❖ Course content adapted to suit specific needs of participants
- ❖ Highly experienced and qualified trainers

#### **Optional:**

- ❖ On site observation of Globe Junior school teachers - monolingual or multilingual classes depending on the time of year.
- ❖ Visits to local schools - subject to availability and time of year.
- ❖ Please note visits to schools and observations of Globe teachers usually take place during the language development classes.
- ❖ A range of excursions, sports and cultural visits to choose from on arrival - cost not included.

**We can also design a course to meet the more specific needs of closed groups of 3 or more teachers and we offer overseas teacher training in your own establishment. Please contact us for further information.**

### **ADULT/SECONDARY METHODOLOGY - COURSE CONTENT:**

#### **Week 1**

- Day 1            Introductory session - Needs Analysis/Icebreakers
- Day 2            Teaching Pronunciation
- Day 3            Creative Grammar Teaching
- Day 4            Technology in the Classroom (CALL)

#### **Week 2**

- Day 1            Express Yourself – Getting students to communicate
- Day 2            Collaborative activities
- Day 3            The Creative classroom part 1
- Day 4            The Creative classroom part 2 / Resources

## **Week 1**

### **Needs Analysis/Icebreakers**

This session combines ideas for the classroom with getting to know your fellow trainees. We compare teaching situations and attitudes to language learning and, time permitting, explore a variety of techniques / methodologies for staging lessons and enabling students to successfully complete classroom activities.

### **Teaching Pronunciation**

This session includes familiarisation with the phonemic chart and ways of integrating pronunciation into the classroom. You will try out various activities designed to help students with all aspects of pronunciation including sound production, word stress, sentence stress and intonation. The activities tend to be short and emphasize pronunciation as a teaching tool or technique which can provide change of pace and focus, rather than just a prescriptive model of how to speak.

### **Creative Grammar Teaching**

Over time, teachers often rely on methods of grammar teaching that “work” for them, without questioning their effectiveness for their students. By exploring a variety of methods, approaches and activities this session will provide teachers with practical ideas for the grammar classroom

### **Technology in the Classroom (CALL)**

Whether you are a computer whizz or a technophobe these sessions will give you practical ideas on how to use the internet as part of your teaching. No matter how great your access to technology is, we will help you to use what is available to you. The sessions will provide trainees with ready made lesson plans as well as offering ideas for creating their own materials. Additionally trainees will look at important websites and key resources.

## **Week 2**

### **Express Yourself – Getting students to communicate**

Students often struggle to express themselves and may lack confidence in their own opinions and in sharing them. This workshop offers easy to use activities requiring few or no materials that will build students' confidence and language skills and will get them talking and sharing their ideas. It is a practical, fun session and teachers will leave with a range of ideas that they can immediately use in the classroom.

### **Collaborative Activities – Dictation techniques and / or Newspapers**

This session explores approaches to both listening and reading practice in class. We look at dictation techniques that can be used in a variety of ways and situations. We also focus on reading skills that our students need in daily life and illustrate a number of different skills that can be practised using newspapers and online articles as well as techniques for adapting course books texts.

### **The Creative classroom parts 1 and 2**

With so many pressures facing teachers and students, from curriculum restrictions to coursework deadlines and exams, we often forget how to bring a little imagination into the classroom. These sessions reintroduce the notion of creativity in language learning. Authentic materials are highly motivating and easily accessible to all. The sessions focus on alternatives to the traditional activities (eg gap fill song) and look instead at ideas that provide learners with integrated skills practice and extensive language practice. Music, pictures, film, art – all play a role in the creative classroom and enhance the learning experience.

### **Resources**

You will have the opportunity to look through our extensive Resources, to evaluate and compare the most up to date course books and supplementary books, as well as materials that we have created.

## **Alternative sessions for Secondary**

### **Special Educational Needs (SEN)**

Special Educational Needs is often overlooked in EFL teaching but arguably this classroom could provide the best suited environment in which to accommodate these students. This session looks at the needs of SEN learners while giving practical examples of how to manage and adapt your teaching to suit students with common problems such as dyslexia and ADHD.

### **Learner styles**

This session will outline the different ways in which individual students learn. After reflecting on your own personal learning styles, we will examine those of our students while giving you practical activities with which to incorporate this knowledge into your own teaching.

### **Exploring Context, Deepening understanding**

Very often students learn a word or a structure, and are able to recognize it in an exercise and give the correct answer, but often cannot use it in a freer or real situation. The aim of this workshop is to present ideas that encourage students to explore language more deeply. The activities focus on challenging students to develop their understanding and use of language to help them to become more confident and proficient users.

### **Teaching Connected Speech**

When helping students with pronunciation in the EFL classroom, while it is useful to focus on individual sounds, it is equally important to look at the way these sounds link together into a fluid, coherent whole.

This session will introduce aspects of connected speech (stress and intonation patterns, weak forms, elision, intrusive consonants etc.) and look at how to make students aware of them, giving them the opportunity to work on both their pronunciation and their listening comprehension in the class, as well as giving them the tools for further self-study outside it.

### **Critical thinking**

Here we consider the importance of critical thinking from the perspective of the teacher and the student. First we consider what factors affect teachers' decision making, and then evaluate current materials, both from a critical perspective. Finally we put these ideas into practice with some classroom ideas to develop students' CT skills.

### **Task based learning**

Task-based learning offers an alternative approach for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it.

If we can make language in the classroom more meaningful and therefore more memorable, students will process the language more naturally. Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and the learners focus on meaning; they are free to use any language they want.

### **Teaching Writing**

Developing writing skills in ways that are engaging and memorable to students can often prove challenging even to the most talented teachers. This session provides plenty of ideas for improving writing skills from sentence level and summarizing to writing academic essays.

## **PRIMARY METHODOLOGY - COURSE CONTENT**

### **Week 1**

Day 1	Needs Analysis / Teaching Children / Icebreakers & Group Formation Activities
Day 2	Classroom Management
Day 3	Teaching Vocabulary
Day 4	Meeting the needs of all students

### **Week 2**

Day 1	Task based learning OR Communicative activities
Day 2	Teaching Pronunciation
Day 3	Technology in the classroom
Day 4	The Creative Classroom / Resources

### **Week 1**

#### **Needs Analysis / Teaching Children / Icebreakers & Group Formation Activities**

This session enables you to get to know your fellow trainees and to try out a variety of activities designed to get students mingling and talking. We will then look at language acquisition in relation to young learners and how this can inform and affect your classes.

#### **Classroom Management**

This session will look in detail at how to effectively manage your classes. Aspects include motivation, correction, classroom environment, the role of the teacher and how to set up pair work / group work with large classes. We will also look at how this is achieved in British Primary schools and evaluate it in relation to your classes.

#### **Teaching Vocabulary**

This session will look at how to present new vocabulary to students and how to help them remember and use new lexis. Aspects include cultural restraints, context, recording and recycling vocabulary.

#### **Meeting the needs of all students**

#### **Special Educational Needs (SEN)**

Special Educational Needs is often overlooked in EFL teaching but arguably this classroom could provide the best suited environment in which to accommodate these students. This session looks at the needs of SEN learners while giving practical examples of how to manage and adapt your teaching to suit students with common problems such as dyslexia and ADHD.

**OR**

#### **Learner styles**

This session will outline the different ways in which individual students learn. After reflecting on your own personal learning styles, we will examine those of our students while giving you practical activities with which to incorporate this knowledge into your own teaching.

### **Week 2**

#### **Communicative Activities**

This session looks at how we communicate and how we can give students meaningful practice to improve their communication skills. From pair work to group work, from role play, games and discussions, to integrated skills work and pictures, we will try out a range of activities, both published for EFL and authentic, designed to develop students' fluency and ability to express themselves in English.

**OR**

### **Task based learning**

Task-based learning offers an alternative approach for language teachers and is particularly well suited to the cross curricular approach of Primary Education, allowing teachers to combine English with other core curriculum subjects such as Science, Geography, History, Literature and IT.

Task based learning mirrors a CLIL approach (Content and language Integrated learning) - the primary focus of classroom activity is the creative task around which the lesson is structured.

This session focusses on planning a task based lesson and drawing language from a topic to enable students to simultaneously develop both their language skills and subject knowledge.

### **Teaching pronunciation**

This session includes familiarisation with the phonemic chart and ways of integrating pronunciation into the classroom. You will try out various activities designed to help students with all aspects of pronunciation including sound production, word stress, sentence stress and intonation. The activities tend to be short and emphasize pronunciation as a teaching tool or technique which can provide change of pace and focus, rather than just a prescriptive model of how to speak.

### **Technology in the Classroom (CALL)**

Whether you are a computer whizz or a technophobe these sessions will give you practical ideas on how to use the internet as part of your teaching. No matter how great your access to technology is, we will help you to use what is available to you. The sessions will provide trainees with ready made lesson plans as well as offering ideas for creating their own materials. Additionally trainees will look at important websites and key resources.

### **The Creative Classroom**

What is creativity and why is it important? How can we introduce it into the language classroom? These sessions look at bringing imagination and creativity into the classroom as well as providing learners with integrated skills practice and extensive language acquisition. Materials are active and authentic and will develop students' own intercultural awareness. Music, pictures, film, art – all play a role in the creative classroom and enhance the learning experience.

### **Resources**

You will have the opportunity to look through our extensive Resources, to evaluate and compare the most up to date course books and supplementary books, as well as materials that we have created.

## **CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) - COURSE CONTENT:**

Opportunities to study specialist subjects in English at higher education level are increasing and CLIL is becoming part of the national curriculum in many countries. This course provides practical insights and ideas for both English language teachers and subject teachers required to teach school subjects in English.

### **Week 1**

Day 1	Introduction to CLIL
Day 2	Teaching Vocabulary
Day 3	Communicative teaching part 1
Day 4	Communicative teaching part 2

### **Week 2**

Day 1	Reading and Listening
Day 2	Writing
Day 3	Technology in the Classroom (CALL)
Day 4	Lesson planning

### **Week One:**

#### **Introduction to CLIL**

This session will explore the implications of CLIL on subject and language teaching. We will look at the need to adapt teacher input and classroom management as well as provide techniques for assessing students' comprehension and modifying input to maximise learning.

#### **Vocabulary**

Without the basic building blocks of the language, students will be unable to develop any skills in English. Learning and activating new vocabulary can, however, prove difficult even to the most gifted of students. This session provides ideas for teaching new lexical items, and recording and recycling vocabulary.

#### **Communicative Teaching (part 1 + 2)**

This two part session focuses on the development of students' oral abilities. Teachers are given a variety of methods and ideas for encouraging students to speak with confidence and fluency. We will examine the different situations in which students need to communicate and provide activities to develop the required skills.

### **Week Two:**

#### **Reading and Listening**

Reading and listening are core passive skills for the development of language. Teachers will examine the structure of such lessons and be provided with numerous ideas to activate and motivate students to read and listen effectively and, as a result, become independent learners.

#### **Writing**

Developing writing skills in ways that are engaging and memorable to students can often prove challenging even to the most talented teachers. This session provides plenty of ideas for improving writing skills from sentence level and summarizing to writing academic essays.

## **Technology in the classroom (CALL)**

IT has become an integral part of learning in any classroom. In order to maximise its benefits teachers need to be able to use the multiple resources that it provides, be it supplementary materials, power point, blogs or You tube. This session will enable teachers to train their students to use this valued resource to maximum benefit.

## **Lesson planning**

This is your opportunity to put all of the new methods and skills in to practice. This session will guide you through the planning stages of CLIL lessons in your subject and, using your own course books, help you to adapt and develop materials that will maximise your students' learning.

## **Materials**

**Please bring sample course books for the subjects you teach in English**

## **ONE WEEK INTENSIVE COURSES**

For teachers preferring a shorter programme, we offer all the above courses as a 1 week intensive course with emphasis on methodology, reflective practice and practical sessions.

The one week course focusses solely on CPD (Continuous professional development). Teachers will develop both their language and teaching skills through a variety of discussion and workshop based classes. Course content is negotiable and therefore personalised to suit the course participants. Teachers will have the opportunity for personal reflection and to share best practice. They will leave with a wealth of ideas and materials that they can immediately use. Topics include motivation in the classroom, critical thinking and challenging our students to be the best they can be.

The course is available on set dates but can be booked at any time for groups of 3 or more teachers. Please contact us for further information.

## **CLOSED GROUP COURSES**

We can design programmes for groups of 3 or more teachers to suit their specific needs. Course content can include CPD and language development. This is ideal for vocational teachers, business teachers and those with a specialist area of interest such as literature or very young learners. This course is particularly useful for colleagues from the same establishment who can then feedback on new ideas on their return.