

2-HOUR FACE TO FACE WORKSHOPS

These in-house workshops are given by a Cambridge trainer and focus on different aspects of teaching and learning. There is no limit on the number of teachers who may attend a workshop.

BACKGROUND TO TEACHING AND LEARNING

Language Acquisition

This session focuses on four influential theories of language acquisition. It considers: the theories of behaviourism, innatism, interactionism and information processing; possible implications of these theories for classroom practice.

Background to Communicative Language Teaching

This session focuses on how historical approaches to English Language Teaching influence contemporary approaches. It considers: key terms for discussing communicative language teaching; how historical approaches relate to communicative language teaching; how contemporary teaching materials are informed by communicative principles.

Understanding Learners

This session focuses on understanding learners' needs, motivations and learning style preferences. It considers: different learner needs based on the learner's reason for learning; the impact of preferred learning styles; the concepts of intrinsic and extrinsic motivation and how the teacher can influence learner motivation.

The Psychology of Language Learning

This session focuses on the different accounts of how people learn languages that are offered by psychology. It considers: behaviourism and innatism and the impact on language teaching; cognitivism and the influence on language teaching; socio-cultural theory and its influence on language teaching; the concept of mindsets and the impact on teaching.

TEACHING PRACTICE

Teaching Communicatively

This session focuses on the key concepts of Communicative Language Teaching (CLT). It considers: communicative competence; characteristics of and approaches to CLT; teacher roles in CLT; typical communicative activities.

Teaching Primary CLIL

This session focuses on teaching CLIL (Content and Language Integrated Learning) to primary learners. It considers: CLIL methodology and aims; planning for CLIL; appropriate CLIL activity types; integrating assessment into CLIL settings.

Motivating Teenagers

This session focuses on teenager learners and ways of motivating them. It considers: teenage learners and their interests; integrating technology into lessons; offering teenage learners choice and challenge.

Giving Feedback

This session focuses on feedback on language, on tasks and on progress. It considers: a range of feedback tips; immediate and delayed feedback; a variety of techniques for giving feedback.

LESSON PLANNING AND CLASSROOM MANAGEMENT

Lesson Planning

This session focuses on developing good lesson plans. It considers: key issues in lesson planning; the principles of staging a lesson; different types of lesson aim.

Teaching Mixed-Ability Classes

This session focuses on planning for and teaching learners of different abilities. It considers: general techniques for managing mixed-ability classes; ideas for providing appropriate levels of challenge; how coursebook tasks can be adapted to suit mixed-ability classes.

Teaching Large Classes

This session focuses on teaching large classes, of 30 – 50 learners. It considers: the challenges and opportunities that large classes present; the importance of routines; techniques for encouraging learner participation and interaction; effective classroom management techniques for a speaking activity.

The Role of the Teacher

This session focuses on the classroom management areas of teacher roles and teacher language. It considers: the skills and responsibilities related to classroom management; setting up activities; effective teacher language.

TEACHING LANGUAGE SKILLS AND SYSTEMS

Teaching Grammar

This session focuses on both knowledge of grammar and techniques for teaching it. It considers: analysing grammar in terms of meaning, form, pronunciation and spelling; classroom techniques for focussing on the meaning and form of grammatical structures.

Teaching Vocabulary

This session focuses on the many factors involved in “knowing” a word. It considers: different kinds of word knowledge; a range of techniques for clarifying the meaning of vocabulary items; planning to teach vocabulary.

Teaching Pronunciation

This session focuses on three key features of pronunciation and activities related to them. It considers: the importance of sounds, word stress and sentence stress; techniques for raising learners’ awareness of sounds, word stress and sentence stress; a range of techniques for drilling pronunciation.

Developing Speaking Skills

This session focuses on second language speaking skills and helping learners develop those skills. It considers: the nature of spoken language; the difference between language-focused and fluency-focused speaking activities; spoken interaction strategies; the planning and management of speaking activities.

Developing Listening Skills

This session focuses on core methodology associated with listening skills. It considers: the importance of providing different types of listening texts in the classroom; top-down and bottom-up listening strategies; planning the different stages of a listening activity.

Developing Reading Skills

This session focuses on the theory and practice of teaching reading skills. It considers: a basic procedure for practising reading skills; reading for gist, for specific information, in detail; how to identify the aims of typical reading activities.

Developing Writing Skills

This session focuses on the methodology associated with writing skills development. It considers: text-based writing skills development; language-focused writing sub skills; steps in the writing process.

Teaching Written Discourse

This session focuses on aspects of written discourse, including layout, organisation and register. It considers: the discourse features of a written text; techniques for dealing with written discourse features in the classroom.

USING COURSEBOOKS AND RESOURCES

Understanding Assessment

This session focuses on concepts related to assessment and typical test tasks. It considers: the key concepts in assessment; formative, summative and learning-oriented assessment; a range of test tasks and how to evaluate them.

Teaching Exam Classes

This session focuses on teaching classes where learners are preparing for an external exam. It considers: aims of exam courses and how to achieve them; how to help learners do well in exams; how to make exam practice more communicative and engaging.