

10 th November	2 hours 3 hours	Tense and Aspect <ul style="list-style-type: none"> • Tense and aspect • Problems that Czech students have with aspect LA: The Present <ul style="list-style-type: none"> • Looking at the form, meaning etc of • How to teach it • How do coursebooks do it? 	2 hours 3 hours
17 th November	5 hours	Teaching Language 2 <ul style="list-style-type: none"> • Video Observation (2 lessons - contrasting students, approaches and discussion on two approaches • Discussion on class types of candidates and approaches taken and effectiveness of each • Recap of previous week plus extension of ways to present language • Students' grammar versus teachers' grammar and how to best anticipate student problems. • Restricted practice and drilling 	
24 th November	3 hours 2 hours	Lesson Planning <ul style="list-style-type: none"> • Principles of lesson planning • What goes in a plan (ICELT plan) • Sample plans • The plan versus the students (adapting the plan in response to the learners • Planning a series of lessons Writing an ICELT assignment <ul style="list-style-type: none"> • Look at the syllabus requirements • How to prepare for them • Q+A session • How to use reference material 	Component 3 task 1: evaluation of teaching SET
1 st December	5 hours	Teaching Lexis 1 <ul style="list-style-type: none"> • What it means to know a word • The use of context • Terminology to describe lexis e.g. homonym, lexical set, collocation • How learners acquire words • How learners store and retrieve lexis • Memory • Evaluating reference books • Evaluating differing coursebook approaches to lexis. 	Component 1 task 4: focus on teacher's language Submitted
8 th December	3 hours 2 hours	Speaking Skills <ul style="list-style-type: none"> • What is speaking? • Accuracy versus fluency • Activities / Strategies to help both • Managing feedback on speaking activities LA: The Past <ul style="list-style-type: none"> • Looking at the form, meaning etc of 	

		<ul style="list-style-type: none"> • How to teach it • How do coursebooks do it 	
15 th December	3 hours 2 hours	Reading Skills <ul style="list-style-type: none"> • What we mean by receptive skills • Looking at the difficulties students have with reading skills in L2 • Helping the learner overcome these problems • Looking at subskills / reading strategies • Top down versus bottom up • How a reading lesson might be staged • Looking at how coursebooks do it The Learner <ul style="list-style-type: none"> • Identifying learner needs • Conducting needs analysis • Identifying learner motivation • Different learner styles (multiple intelligence) • Dealing with students with disabilities • Literacy issues 	
12 th January	5 hours	Materials <ul style="list-style-type: none"> • What is a coursebook? • Principles behind a coursebook • Evaluating coursebook material • Exploiting coursebook material • What makes a good task? • Supplementary materials • Authentic materials 	
19 th January	3.5 hours 1.5 hours	Creating your own tasks: <ul style="list-style-type: none"> • What makes a text / task more difficult • Review of criteria established last week for evaluating material and look at how teaching situation might affect this. • How does the learning environment affect the criteria e.g. YL, BE • Look at a text (removed from the coursebook and decide what activities it can be used for.) • Prepare a series of pre-/while/post-reading and language awareness tasks. • Comparison of activities with each other and the coursebook Set up of Component 1 language for teachers <ul style="list-style-type: none"> • Read a review published in ELT magazine, look at how it can be used in assignment 1 (as a model) do some comprehension + language awareness work on the text 	Component 3 task 3 Evaluating and supplementing materials SET Component 3 task 1: evaluation of teaching submitted Component 1 task 1: language for teachers SET

26 th January	3.5 hours 1.5 hours (allows for 2/ 3 presentations)	Writing <ul style="list-style-type: none"> • Students' reactions to writing lessons • Reasons for writing • Product versus process • Assessing written work • Process writing activities Component 1: Language for teachers The first two or three presentations will be given <ul style="list-style-type: none"> • Candidates give their presentations to the group 	Component 3 task 3 Evaluating and supplementing materials submitted Component 1 task 1 : Language for teachers ASSESSED
		Supervised and assessed teaching period 2 15 th January to 9 th February	
2 nd February	3 hours 2 hours (allows for 3/ 4 presentations)	Listening Skills <ul style="list-style-type: none"> • Recap what we mean by receptive skills and what was covered in reading skills • Looking at the difficulties students have with listening skills in L2 • Helping the learner overcome these problems • Listening to teach versus listening to test • How a receptive skills lesson might be staged • Authentic versus coursebook Component 1: Language for teachers The second group of presentations will be given <ul style="list-style-type: none"> • Candidates give their presentations to the group 	
9 th February	2 hours 1.5 hours 1.5 hours	LA: The Perfect <ul style="list-style-type: none"> • Looking at the form, meaning etc of • How to teach it • How do coursebooks do it Learner Autonomy <ul style="list-style-type: none"> • Terminology • Learner training • Study skills • Self-access centres Component 1: Language for teachers <ul style="list-style-type: none"> • The third presentations will be given Candidates give their presentations to the group If this is not necessary we will replace it with an LA session	
16 th February	2 hours	Lesson Planning Revisited <ul style="list-style-type: none"> • Addressing points that have come up from lessons / trainees • Video observation (candidates view lesson, piece together plan, compare to teachers plan, what would you do in the next lesson?) • Address issues and concerns 	Component 3 task 2 (planning beyond the lesson) SET

	3 hours	<ul style="list-style-type: none"> Discussing candidates plans and group feedback <p>Phonology 1</p> <ul style="list-style-type: none"> Review of sounds Dealing with word stress Particular issues facing Czech learners 	
23 rd February	5 hours	<p>Error and Correction</p> <ul style="list-style-type: none"> What is an error? Cause of errors Attitudes towards errors Covert versus overt errors How and when to correct on speaking activities How and what to correct on written work Responding to written work 	Component 1 task 3 (focus on learners' written Language) SET
2 nd March	5 hours	<p>Assessing and Evaluating students</p> <ul style="list-style-type: none"> Learner self-assessment / training Purpose of testing Informal versus formal testing How do you assess the skills Criteria for writing a test Public examinations 	
9 th March	3 hours	<p>Looking at Spoken Language - Focus on learners' language</p> <ul style="list-style-type: none"> Language accuracy & awareness Range and flexibility Pronunciation Audience awareness Types of error and possible causes Correction and feedback 	Component 1 task 2 (focus on learners' spoken language) SET
	2 hours	<p>Dealing with Feedback</p> <ul style="list-style-type: none"> What is feedback? Feedback both on and about tasks Why, when and how 	Component 3 task 2 (planning beyond the lesson) Submitted
16 th March	3 hours	<p>Phonology 2</p> <ul style="list-style-type: none"> Connected speech Sentence stress and intonation Practical tips for integrating phonology into lessons 	
	2 hours	<p>Midcourse feedback and tutorials</p>	
23 rd March	5 hours	<p>Teaching Young Learners 1 (2 times 5 hours to include)</p> <ul style="list-style-type: none"> Differences between YL and adults YL materials Discipline in the classroom Dealing with parents Teaching adolescents Teaching very young learners Video of a YL class 	

		<ul style="list-style-type: none"> • Testing and assessment of YL 	
30 th March	1.5 hours	Functions <ul style="list-style-type: none"> • What do we mean by function • Criteria for selecting exponents to teach • How coursebooks approach functions 	Component 1 task 2 (focus on learner's spoken language Submitted Component 3 task 4 learners and learning Set
	2 hours	LA: The Future <ul style="list-style-type: none"> • Looking at the form, meaning etc of • How to teach it • How do coursebooks do it 	
	1.5 hours	Second language Acquisition <ul style="list-style-type: none"> • Differences between learning a language as a mother tongue and a second language 	
6 th April	5 hours	Business English <ul style="list-style-type: none"> • What is Business English? • A look at one to one, business English, E.A.P. / E.S.P. • One to one teaching • Terminology • Business skills • Material available to the teacher 	
13 th April	5 hours	Teaching Young Learners 2 (see earlier sessions for details) If the candidature of the course is from a non-YL background it would be possible to alternate this day with a further look at teaching off-site esp. dealing with one to one students (which is the vast majority of the Czech /Slovak market)	Component 1 task 3 (focus on learners' written Language) Submitted
20 th April	2 hours	Approaches and Methods 2 <ul style="list-style-type: none"> • Task based learning • TPR • Humanist approaches 	
	1.5 hours	Controlled Oral Practice <ul style="list-style-type: none"> • Types of drill • Purposes of drilling 	
	1.5 hours	Using Dictation <ul style="list-style-type: none"> • Purposes of dictation • Methodology underlying dictation • Practical ideas 	
27 th April	3 hours	Lexis Revisited <ul style="list-style-type: none"> • Lexis revisited - eview of key terms, issues etc • How to aid revision (e.g. games and activities) • The lexical approach • Collocation / Colligation 	Component 3 task 4 learners and learning Submitted
	2 hours	Dictionaries <ul style="list-style-type: none"> • Monolingual versus bilingual 	

		<ul style="list-style-type: none"> • CDrom dictionaries • Corpus based dictionaries • Practical ideas for use in the classroom 	
5 th May	2 hours 3 hours	<p>LA: Conditionals</p> <ul style="list-style-type: none"> • Looking at the form, meaning etc of • How to teach it • How do coursebooks do it <p>Using Songs and video</p> <ul style="list-style-type: none"> • Techniques and activities for using video in the classroom • Comparison of authentic video and EFL video • Using music in the classroom 	
12 th May	2 hours 2 hours 1 hour	<p>Using Cuisenaire Rods</p> <ul style="list-style-type: none"> • What are they? • Why use them? • Practical ideas for use <p>LA: Phrasal Verbs</p> <ul style="list-style-type: none"> • Looking at the form, meaning etc of • How to teach it • How do coursebooks do it <p>What next? A look at how the course has (hopefully) changed teachers' beliefs, how the new principals and belief will be incorporated into their teaching, what next?</p>	
19 th May	3 hours 2 hours	<p>Using Computers and the Internet</p> <ul style="list-style-type: none"> • What is CALL Advantages and disadvantages of CALL • E-learning, what is it? • Useful websites and activities • CD-roms and online courses <p>End of course matters</p> <ul style="list-style-type: none"> • Administration • Course feedback 	