# Teacher Course Guide Booklet

# Contens

# Introduction

Above all else the five selected language teaching methods in the POOLS M project are thought to be demonstrated in courses where they are tried out in practice in a workshop form, not only presented through PowerPoint or conventional lecturing. They should be shown through activities where course participants go through the learning processes themselves. So keep instructions short and instead give time for trying out and evaluating.

When planning and running a course, the points below should be considered. There is also an example of how a course can be structured, however it is only an example and you can plan a teacher training course in many different ways. A course can be run in one coherent sequence or more sequences with a set period of time in between. The courses can also be planned as fully onsite courses or a mix of on-site and off-site courses using e-learning. You can also choose to select only a set number of methods for a particular course. A very vital part of the courses is that there needs to be given tasks to do for course participants after the actual course; course participants must try out one or more of the methods in their own classes. It is crucial with a follow up on participants' own work and a feedback on that work. This follow up by the course instructor can be carried out in different ways. You can visit and look for yourself what a course participant has achieved or follow synchronously via a web-cam or asynchronously. The most important thing is that you do the follow up and give your course participants a chance to get your sparring in relation to their activities in class. The tool for communication is your choice. Use the following section to prepare your language teaching methods teacher training course.

## Preliminary points

- What methods will be taught?

- How many participants will attend?

- How long is the course due to be?

- Where will the course take place?

- What resources are available for running the courses?

- How will the course be advertised?

- How will you organize the feedback and follow up ?


## Running the courses

- What is the structure of the course?

- Startup – introduction, what is the course about, what are the goals?

- Teaching modules where language teaching methods are introduced.

- How many lessons?

- How long are the lesson instructions for the method presented?

- Activities for the participants, choice of activities and length of these activities.
  How many  in each group?

- Evaluation of the course, how?  Exchanging ideas and experiences.

- Setting goals for use of the methods – getting the participants to use the new techniques
  in their own classes and coordinating how to follow up.

- e.g. arranging visits to schools or webcam system to supervise and coach teacher using
  the new methods.

- Rounding up - presenting certificates

## Post evaluation and coaching

Following up on the course participants

- Keep in touch by email, telephone, facebook etc.

- Arrange for visits to schools or visits through ICT

- Attend classes with participants using the new methods and provide feedback and pointers

- Follow up on evaluations from students - use them as a basis for a discussion about the use of the methods and the activities

## Evaluation

It is very important that you make sure to let your course participants evaluate the language method course. But is even more important to emphasize the use of evaluation of the course participants' own work in his/her language classes. It is a valuable tool for processing and reflecting on a teacher's own work with students. Ready to use evaluation templates for both teachers (course participants) and students can be found on the POOLS M website.

## Materials

On www.languages.dk you can find power point presentations for each of the five methods. They can be used as they are or you can choose to make your own or/change the existing presentations to fit your lessons. It is very important to have **very short presentations** of each method and leave plenty of time for course participants to try out and work with the methods and the activities themselves. The courses should be carried out as **hands on workshops.**

Regard the www.languages.dk as a pool of materials that you can pick and choose from and be inspired by to try out new things and activities with your students and colleagues.

**All materials for the teacher training courses are available and free to copy from www.languages.dk .**

## An example of how a teacher training course for the five methods can be planned

**Day 1**

Introduction (15 min.)

Presentation of method 1 (TBL) (15 min.)

Method example activity (1 hour)

Presentation of method 2 (PhyEmoC) (15 min)

Method example activity (1 hour)

Post evaluation (1 hour)

Day 1 finished

**Day 2**

Introduction (15 min.)

Presentation of Method 3 (Simulation) (15 min.)

Method example activity (1 hour)

Presentation of method 2 (E-Tandem) (15 min)

Method example activity (1 hour)

Post Evaluation (1 hour)

Day 2 Finished

**Day 3**

Introduction (15 min.)

Presentation of Method 5 (CALL) (15 min.)

Method example activity (1 hour)

Preparation of exercises by the participants for their own classes

• Choose method

• Choose class

• Choose activity

• Pick subject
  (2 hours)

Final evaluation (1 hour)

Presentation of certificates (15 min.)

**Follow up**
(at a given time after the actual three course days)

Participants prepare own classes to try out methods; they then give feedback to the course instructors. Also the students should give evaluation of the activities tried.

Feedback from course instructors:
It can be given face to face or through virtual means such as email, Facebook etc.

**You can also use this template to plan and structure your teacher training course**

| Lesson Plan | |
|---|---|
| **Structure & Schedule** <br> E.g. <br><br> • Which method will you like to try with your students? <br><br> • How long is it going to take? <br><br> • Number of lessons? <br><br> • What kind of student level and qualifications? | |
| **Contents and exercises** <br> E.g. <br><br> • What will you be teaching? <br><br> • How will you teach? <br><br> • Create your own material. | |
| **Where – location** <br> E.g. <br><br> • What kind of setting will you use? <br><br> • Classroom, outside, at home, etc. | |
| **Aims and goals** <br> E.g. <br><br> • What are the participants going to learn? <br><br> • Specific learning goals. <br><br> • What should they be able to do afterwards? <br><br> • Accreditation? | |
| **Evaluation and monitoring of output** <br> E.g. <br><br> • How will you monitor and give feedback to the students? <br><br> • How will you evaluate your own class? <br><br> • How will you evaluate the output? | |