



Methodology review  
and refresh

## OVERSEAS TEACHERS' COURSE

Our Overseas Teachers of English course is designed to meet the professional needs of teachers from around the world and enhance their English proficiency.

These practical tutorials are designed to keep you up-to date with developments in language teaching methodology and expand your range of teaching techniques using our state-of-the-art facilities.

As well as learning about British culture, discussing ideas and trends with international colleagues and improving your English - you will also take home a wide variety of practical teaching activities & techniques that can be adapted to your own classes.

### CORE STUDY FOCUS

The Malvern House Business English syllabus organises modules into three core categories, examples below. Students work together to complete a practical project related to the modules each week.

#### KEY FACTS

- 25 hour per week for two weeks
- Minimum age: 21 years old
- Maximum class size: 10 students
- English Level required CEFR C1-C2
- 2019 Course start dates:
  - 11th Feb      - 12th Aug
  - 25th Mar     - 14th Oct
  - 30th Apr     - 2nd Dec
  - 1st July

#### BENEFITS TO YOU

- Expand your range of teaching techniques
- Learn about recent developments in methodology
- Observe Malvern House teachers
- Network with international colleagues
- Brush-up your English fluency skills

#### WHY MALVERN HOUSE?

- Central London location
- Fully accredited with dedicated professional teachers
- State-of-the-art teaching facilities
- Excellent self-study resources & materials
- Erasmus +

# SAMPLE TIMETABLE

Course Type	15, 20 or 25 hours per week	15, 20 or 25 hours per week	20 hours per week
Time	8:45 - 10:15	10:30 - 12:00	12:15 - 13:00
Monday	<b>Speaking and listening:</b> introduction to the course and ideas-sharing; discussion of the timetable and possible changes.	<b>Speaking:</b> warmer activities/communication activities. <b>Task:</b> trainees work together to assess their relative strengths and weaknesses as teachers. <b>Language support:</b> a selection a common language mistakes in English.	<b>Workshop:</b> Board management - tips, advice, and principles for maintaining and organizing a useful whiteboard in class.
Tuesday	<b>Reading and speaking:</b> trainees read about different (language) teaching methodologies, comparing and contrasting them.	<b>Listening:</b> trainees watch a sample lesson, demonstrating a particular technique they are likely to be familiar with. <b>Task:</b> trainees discuss to what extent they could use this with their students.	<b>Workshop:</b> Classroom management - ideas for organizing the students and seating arrangements, activities to encourage communication, and dealing with difficult students.
Wednesday	<b>Speaking:</b> trainees tell each other to what extent they incorporate technology in their lessons, followed by a discussion of how ICT can enhance the process of learning. <b>Task:</b> trainees are asked to rank various means of using ICT in the classroom.	<b>Language support:</b> trainees work on developing their communicative competence via a range of speaking tasks, each of which exemplify particular language functions.	<b>Workshop:</b> Assessment - monitoring and tracking progress, providing feedback to students, and designing effective assessments. Also includes a look at different ways of testing students.
Thursday	<b>Task:</b> trainees complete a series of writing tasks. <b>Speaking:</b> trainees discuss the difference between a 'process' and a 'product' approach to developing writing-skills.	<b>Reading and speaking:</b> trainees talk about the different ways of instructing students in class, and then evaluate some examples on a worksheet. <b>Task:</b> to watch some clips of lessons, and discuss the pros and cons of each one.	<b>Workshop:</b> Task based learning - setting up activities for the students to complete with the idea of practising class content in a more practical and useful manner.
Friday	<b>Language support:</b> trainees work on developing their communicative competence via a range of speaking tasks, each of which exemplify particular language functions.	<b>Participation:</b> trainees take part in a range of drama activities. <b>Task:</b> the evaluation of such techniques, and whether they can be adapted to any classroom setting. <b>Speaking:</b> Feedback for the week, and an overview of what has been covered. Questions & answers.	<b>Workshop:</b> Multiple intelligence theory - what type of learners are the students? Visual learners, intrapersonal learners, spacial learners, identifying learner strategies.

Please note: These are a selection of sample lessons and actual programme may vary.



## HOW TO BOOK

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