



LEWIS TEACHER TRAINING CENTRE



2020 Teacher Training Programmes



Welcome to the LTTC

The Lewis Teacher Training Centre was created as a **21st-century response to EFL teacher training** needs worldwide, considering the ever-evolving challenges new and experienced teachers face within their own contexts. With those challenges in mind, we've created a broad and responsive portfolio of services.

You may be new to teaching and wish to gain a recognised qualification, or you may be an experienced language teacher eager to develop your skills further. Whatever your needs, we offer an excellent range of English language teacher training and development services.

We've worked with teachers both here in Southampton and all around the world, so if you can't come to us, we'll come to you!



Meet the trainers



Abby Croucher
Teacher Trainer & CPD Manager

"I enjoy exploring activities and materials that appeal to a range of learner styles and maximise student engagement. Much of my time is spent managing the continuous professional development of our in-house teachers."



Charlotte Wright
Senior Teacher & Teacher Trainer

"I am an advocate of student-centred and holistic approaches to teaching, and am passionate about working with teachers to bring language learning to life in the classroom."

Abby and Charlotte are dedicated to the Lewis Teacher Training Centre all year round, but are also joined by additional members of the team for various projects at home and abroad.



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CertTESOL

Become a qualified English language teacher

The Trinity CertTESOL is a teaching qualification recognised worldwide. As an initial qualification, it is a popular choice for those embarking on a career in Teaching English as a Foreign Language (TEFL), but is equally useful for those with experience in teaching other subjects, or for those looking to consolidate their existing English language teaching skills.

It provides a firm foundation, equipping you with essential knowledge and highly practical skills to set you on your way in your English language teaching career. The course involves over 130 hours and includes six hours of observed teaching practice with international English language students.

Prices & dates

	Dates	Course fee	Moderation fee
Full-Time Monday - Friday 4 weeks, 130 hours	1-27 June 2020 3 – 29 August 2020 16 November – 12 December 2020	£1035*	£152*
Part-Time Tuesday & Thursday (evenings) Most Saturdays (all day) 12 weeks, 130 hours	7 January – 4 April 2020	£1305*	£152*

*The price does not include the Trinity moderation fee (£152). This fee is subject to change by Trinity College London.

Deposit: A £200 deposit is required to book your place on the course.

Early bird discounts

Full-time course is only **GBP 999** if you book 3 months before the start date.

Part-time course is only **GBP 1250** if you book 3 months before the start date.

TRINITY
COLLEGE LONDON
Registered Exam Centre 31180

“It’s a bit like ‘teaching boot camp’... in a good way! It’s rewarding and enjoyable.” Becky Sloper

Course content

Input Sessions

The course begins with an exploration into theories behind learning and second language acquisition, and a brief overview of some English grammar. However, most of your language awareness will develop as you prepare for and teach your lessons. Your input sessions will focus more on developing skills and techniques for the classroom and will introduce you to the International Phonetic Alphabet (IPA) and pronunciation teaching. Along with all of this, and as you get to grips with lesson planning, you will then start to notice how this translates into the classroom while you observe our language school teachers in action.

You will learn a 'mystery language' over three sessions and analyse the experience as both a student and a teacher, which will form the basis of your first assignment. For your second assignment you will select an international student at school to interview, record, assess, teach, and prescribe a tailored course for.

Observed Teaching Practice

One of the biggest advantages of our course is that you will have the chance to teach a class of international students at our language school. Following an opening period of only input sessions, teaching practice will start taking up the majority of your time on the course. After meeting and placing the students by level, you will deliver one 30-minute lesson, followed by two 45-minute lessons and four 60-minute lessons (all observed). Each lesson will conclude with a feedback session with a tutor and some of your peers. That same evening you will write a short reflection of your lesson considering the feedback you received (not discounting your own!).

Every time you teach you will be expected to design materials for your lesson. Towards the end of the course you will select one piece of material from one of your lessons and evaluate its effectiveness.



CertTESOL trainees and their students after their final lesson

"Every session made sense and was integral to the entire course." Donna Haynes

Assessment & Pass Rates

Assessment is based on a combination of assessed lessons, a take-home examination and written assignments. We prepare you step-by-step for each of the assessments and provide you with a detailed assignment guide that explains the required content and timings for each piece of work. Our tutors are also available to advise you throughout the course.

Units		Description of assessment
Unit 1	Teaching Practice (TP) Teaching Practice Evaluation (TPE) Guided Observations	4x 1-hour assessed lessons* Reflective teaching journal Written report on lessons you observe
Unit 2	Language Awareness Exam	Take-home examination
Unit 3	Language Learner Profile (LLP)	Written assignment profiling a selected student's language competence and proposing a language development pathway
Unit 4	Materials Assignment (Mat A)	Review of material you have created and used in your teaching practice
Unit 5	Unknown Natural Language (UNL)	Written report on your experience of learning a mystery language

**In preparation for the four assessed lessons, you will have 1x 30-minute lesson and 2x 45-minute lessons, which will be observed and for which you will receive feedback.*

A Trinity moderation visit takes place on the final day. You will be interviewed individually and as a group. The moderator also reviews all course work.

Pass Rates January 2017 – October 2019

Total: 77 trainees

- 69 passes (90%)
- 7 withdrawals (9%)
- 1 Fail (1%)



“The course at Lewis has a huge reputation... the tutors are highly experienced.” Ian Bradley

Entry requirements

Age	18+ years
Education / Experience	Enough to enter higher education in your own country / OR equivalent demonstrated student potential / OR suitable work achievements
Level of English	Advanced reading, writing, aural and oral skills required. Non-native teachers must demonstrate an English level across all four skills equivalent to C1+ on CEFR.
Application	Successful completion of online application form including pre-interview task. One interview stage (face-to-face or video conferencing) including a writing task.

Funding opportunities

Armed Forces Learning (ELC) Scheme

We are an Approved Learning Provider under the Armed Forces Learning (ELC) Scheme (provider no.6467). This scheme is open to all serving members of the Armed Forces and any ex-service personnel who are registered for ELC. If you are planning your resettlement training or want to further your own professional development, get in touch.



Other sources of funding

You may be eligible to apply for funding through other initiatives such as Erasmus+. Speak to your employer, school/university, local council or national funding body to find out more.

Get a taste before you book

Is this the profession for you? If you've had little or no exposure to English language teaching, taking the first step can be a daunting decision to make, especially considering the commitment of time and money it requires.

If you'd like to have a chat about the course or to find out more about TEFL as a career, please feel to get in touch. We can also arrange for you to observe one of our teachers at the Lewis School of English, to give you first-hand experience of an EFL classroom.

Call +44 23 8022 8203 or email study@lewis-school.co.uk and we'll be delighted to answer your questions.





Supported Teaching Practice

A confidence-booster for newly-qualified EFL teachers

Have you completed an online TEFL course but would like to feel more confident in actually getting up in front of a class and teaching a lesson? Perhaps you feel you know in theory how to teach a good lesson but would like the opportunity to put that theory into practice before you start your first teaching role?

Perhaps you've completed a CertTESOL or CELTA in the past but feel a bit rusty? Maybe you've taught before, but that was some time ago and you'd like a little guidance before getting back into the classroom?

We can provide the opportunity for you to put all of that theoretical knowledge into practice, and try out your newly acquired (or slightly rusty!) teaching skills.

We offer a short course of supported teaching practice in which we can arrange for you to teach a class of multilingual learners for six hours in order to put into practice everything you've learnt in theory. Your teaching practice will involve support with lesson planning, and your lessons will be observed by a qualified CertTESOL trainer, who will then give you feedback on your lesson after it has been delivered. After each lesson you will be able to reflect on the feedback given and make improvements for your next teaching practice. By the end of your course you should have the confidence to take the next steps in your teaching career. Upon completion, you will receive a certificate of attendance.

Prices & dates

The price for this course is £150.

There are no set dates for this course as we try to work around the availability of each individual, so if you'd like to register your interest, please email Charlotte at study@lewis-school.co.uk.





Bespoke Courses in Southampton

1-week courses tailored to your needs

We can create bespoke courses for individuals or groups of teachers. Contact us to discuss your needs and let us build a programme for you that addresses your specific areas of interest. We have listed for you below the full range of topics that we can offer you. We teach in 90-minute sessions, and typically run 10 or 15 sessions on a one-week programme. You can dedicate one or more sessions to each of the topics that interest you. Take a look at the list below and let us know what you'd like in your programme.

- 1 Browse our training topics to find out what we can offer you.
- 2 Contact us to discuss your needs and tell us the areas that interest you
- 3 Let us propose a programme with your chosen topics.

Choose your training topics

Approaches, methods and techniques

1. Student-centred teaching	How can we apply a more student-centred approach in the classroom? How can we translate this seemingly idealistic notion into practical teaching with realistic objectives? Where do we start? One way is to explore a particular selection of techniques that can form the basis of this approach. We look at 'popping', echoing, eliciting, concept-checking, gaining consensus, and other essential techniques that we claim provide a gateway into student-centred teaching.
2. Teaching function versus structure	An opportunity to look at how teaching functional language can be motivating and easily accessible to our learners – particularly those who might be 'put off' by grammar. By teaching chunks of language that can be applied straight away, our learners can see the immediate relevance of the language without feeling they have to work through a range of tenses to achieve communicative competence.

"I felt really involved in the learning process." Angelina D'Abraccio

3. Presenting new language	We will demonstrate several different ways of teaching new language to learners. These methods will clearly contextualise the language and ensure that learners have understood the concept behind the language through fun and exploratory activities. Hint: starting with language rule explanations is not necessarily the best way.
4. Classroom layout and dynamics	The success of an activity can be attributed to a number of things, such as materials, instructions, groupings etc. However, this topic focuses on how making effective use of our classroom space can also impact positively on dynamics, student engagement and linguistic outcomes.
5. Teaching mixed language levels	We explore ways of differentiating learning within the classroom, considering learning styles and individual language development pathways. We also consider how differentiating doesn't need to feel as though we are teaching multiple lessons at the same time – sometimes an awareness of the types of questions we are asking students is enough to adapt to their needs.
6. Error correction	What to correct? When to correct? How to correct? Who does the correcting? Should we correct? This is an opportunity to discuss the pros and cons of this important topic, and you will be able to experiment with a variety of error-correction techniques, including finger-correction, board focus, and using the IPA.
7. Teaching lexis and recording vocabulary	Learning new vocabulary can feel like an uphill struggle for our learners when there is so much of it. What does the learner need to know about a word or expression to have truly 'learnt' it? How can they store and retrieve this information? How do we make lexis memorable? This topic is to help learners in their efforts to broaden their vocabulary.
8. Fun with pronunciation	This will raise your awareness of the many aspects of pronunciation which we need to consider in our teaching. We will explore different ways of making pronunciation work accessible and fun through a range of useful games and activities for your learners.
9. Reading and listening skills	The inclusion of reading and listening tasks in lessons is a good way to check students' comprehension skills. However, it is often less clear how we can make sure that we are helping students to develop in these areas, rather than simply providing them with practice opportunities. We will explore how to deliver receptive tasks so that students are being supported in their skills development, focusing on how to make use of their top-down and bottom-up processing skills.
10. Post-method era	We will take you on a journey through the main approaches and methods used in ELT, considering our understanding of them and their practical application in the classroom. We will then explore whether there is still a place for methodologies in the 21st century classroom.
11. Applying the Communicative Approach	The Communicative Approach has been part of the English language world for many decades. We will briefly look at the history of the Communicative Approach and how it impacts on teaching today. We will try out a variety of activities and identify the features of the approach that aid learners' language development.
12. Drama in the classroom	Inspired by our very own Theatre Express, we will show you some of the creative and dynamic drama activities which can be used both to build your students' confidence and to improve their English.

Materials and resources for teaching

13. Humanising course books	We provide you with an opportunity to participate in activities which we have 'lifted off the page of a course book'. We then challenge you and your peers to humanise the course book you use. Ultimately, we aim to assist you in managing the course book and finding ways to use the material they contain more responsively. Humanising course books goes a long way towards engaging students more.
14. Writing your own materials	Often the course book just isn't enough. Here we encourage you to think about creating your own activities and materials to suit your students' personal development needs, giving you the opportunity to practise with guidance and support. Let your creative thoughts flow.
15. Exploiting materials	This will give you the opportunity to consider the broad range of tasks and language focus that can be taken from one single piece of material. By exploiting our materials as much as possible, we are able to reduce the quantity that we use in class, whilst providing students with some quality language development opportunities.
16. Using and adapting authentic materials	Authentic materials include texts (e.g. magazines and brochures), videos, television programmes, and any other sources of language that have not been specifically designed for language learners. They are naturally created, so to speak, for 'real' world consumption. We explore ways in which we can utilise these materials to engage students and help prepare them for this 'real' world of communication.
17. Being creative with Cuisenaire rods	Cuisenaire rods are an extremely adaptable resource for language teaching, and we will explore a range of creative uses of these colourful rods, from grammar focus, to storytelling and pronunciation work. These are a great way to engage your learners in interactive, hands on tasks.
18. Using songs in the classroom	There are many ways to use songs in the language classroom, and tasks should not be limited to listening gap-fills. Here we will look at a number of different types of activities that can increase student engagement through effective use of songs and music.
19. IT in the classroom	Discover exciting digital tools that will engage your learners! We'll explore Internet-based resources to use on a whiteboard, web-based project work for the computer room and the use of video, both in terms of exploiting existing videos for language learning, and encouraging your students to make use of video recording technology themselves.

Professional development practices

20. Live classroom observations	There is a lot to be learned from observing other teachers, but unfortunately time constraints do not always make this possible in our day-to-day environment. Observe our language teachers at the Lewis School of English from the back of the room, while they deliver General English and/or exam courses to adult learners (16+). You will be provided with an observation form which will encourage you to observe approaches, methods, techniques and procedures relating to the skills explored on your course.
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20. How to observe effectively	There are many different reasons for observing other teachers in the classroom, and this can be done for the benefit of the observer, the teacher being observed or both. It is a vital step in a teacher's development. For many, the word 'observation' may have negative connotations, but with a fresh outlook, and through careful management, they can be experienced as a positive contribution to the teacher's development – one that you will find very, and often surprisingly, rewarding. We show you how.
22. The art of feedback	This is related to 'How to observe effectively'. When observing for the development of the teacher being observed, we need to be able to give constructive feedback. Feedback starts with self-evaluation, where the teacher reflects and the lesson observer listens. Here, we also consider recording feedback, how to identify development needs and strengths and most importantly the language of feedback.

Linguistics and language development

23. Learn a language!	Have a taste of what your students are experiencing! This is a chance to learn a 'mystery language' new to you. It gives you the opportunity to observe and comment on a language teacher in action. You'll take away a variety of modern methods and techniques, and reconnect with the feeling of learning a new language. An insightful experience.
24. The good learner	We are often able to identify the good learners in our classroom and pick out those students who are struggling. However, what makes a good learner? And are we good learners? Here we will focus on the traits of a good learner and encourage us to think about how we can both model these traits and advise our students on how to become better learners.
25. Language acquisition theories	How do we acquire language? Is language acquisition innate or do we learn it? We will have an opportunity to reflect on first language acquisition and compare and contrast it to second language acquisition. All of this has implications on a number of methods in the classroom.
26. Teaching the brain to learn	This topic allows us to look at a variety of learning theories and consider their application to the classroom, as well as to individual learners. We will also discuss classroom techniques that support learning.
27. Exploring grammar	We explore different approaches to helping learners understand grammar, and interesting and memorable ways of presenting it in class, such as contextualisation and personalisation.
28. IPA & pronunciation	The International Phonetic Alphabet (IPA) is a wonderful tool for helping learners with their pronunciation. The English language spelling system is quirky. The IPA helps overcome the mismatch between spelling and pronunciation. Explore features of your learners' LI and consider some practical tips on how to help them with their pronunciation in English.
29. Reading and writing activities	Reading and writing can be skills that 'isolate' students, as tasks are generally completed individually, and those that lack confidence can find these skills daunting to put into practice. Here we look at ways of making reading and writing activities engaging and collaborative, to build students' confidence.



INSET for UK Schools

Supporting primary and secondary teachers

The number of students in UK schools whose first language is not English is increasing. Government figures (Jan 2019) identify that 21.2% of primary school children and 16.9% of secondary school pupils use another language other than English at home.

You may have noticed the impact of this in your lessons. Some of your pupils might struggle to keep up, as they face information overload from processing everything in a second language. Inaccuracies with their spoken and written English might also lead to breakdowns in communication. On top of this, there may be a wide range of cultural references that they are unable to grasp. All of these are common features of learners who are receiving input in their second language, and can result in disengagement and a loss of motivation.

At Lewis School of English, we not only teach English to international students, but also train teachers who are working with non-native speakers of English. We focus on classroom techniques that are easily transferable to a range of international environments, to ensure that speakers of English as a second language are being supported in the communication process.

If you or your teachers would like some help in this area, we offer two types of training packages. These can be delivered at your school or at our centre in Southampton and are scheduled to fit around your school hours. Prices start at £85 per hour plus trainer travel expenses.

Workshops

Let us deliver a half-day or full-day workshop to your teachers. Content can be selected based on the needs of your school, and the following are some ideas:

- Second language acquisition theories
- The impact of culture on learning
- The influence of your pupils' first languages
- Practical classroom techniques to support your pupils with English as an Additional Language (EAL)
- Supporting pupils who are listening and reading in a second language

Project Work

Through supported project work over a period of time, teachers use their learners as a case study, researching some of their cultures and first languages. This research, combined with a focus on practical classroom techniques to support EAL students, will then enable teachers to experiment with different approaches in their day-to-day teaching, reflecting on the impact on their international pupils.



Return to Teaching

Getting you back in the groove!

If you have a CELTA or CertTESOL and are returning to English language teaching after a long break, you may be feeling a bit rusty, and consequently a bit anxious.

Don't worry - that's completely normal, and we're here to help! Contact us and we can arrange a training programme to boost your confidence and awaken those grey cells. This can be just a one-day course or a longer programme, depending on your wishes. You might also be interested in our Supported Teaching Practice (see page 8).

Email Abby Croucher, Teacher Training & CPD Manager, at study@lewis-school.co.uk to find out more about our Return to Teaching programmes.



Online Courses

Collaborative training courses that fit in around you

If you're looking for a convenient, engaging and cost-effective way of enhancing your professional development, our online courses could be the ideal solution.

Who are they for?

They're designed for both new and experienced English language teachers. It doesn't matter if you teach adults or young learners. We will focus on how to engage, motivate and involve learners of all ages and backgrounds. The course is open to native and non-native speakers of English, but a B1 level is required.

Why online?

Like with any course, there are deadlines to complete the work, but you can fit your studies around your personal schedule and commitments. There will be lots of collaboration with other participants, but you don't need to be online at the same time, making it easy for teachers from different time zones to work together. This is a great way to 'meet' people from other countries and share experiences and good practice. You'll also be able to put new ideas into practice straight away in your day-to-day teaching environment.

Why with Lewis School?

Our philosophy is the same, whether you study with us face-to-face or online. We are passionate about delivering high quality educational services and believe that working with small groups allows us to get to know our customers better and tailor our courses to their needs. Your tutors are all qualified and experienced teacher trainers, who will guide you through the course and provide regular feedback and support.

Time commitment

Courses are made up of a number of modules and you will cover one module a week (each approximately 5 hours' work). You will receive a Lewis Online Learning certificate if at least 80% of the work is successfully completed and submitted by the end of the course.

3 Courses Launching in 2020

- Student-Centred Teaching – 4 weeks: 20 Jan to 16 Feb
- Getting Creative with Resources - 2 weeks: 24 Feb to 8 Mar
- Helping Students with Pronunciation - 2 weeks: 16-29 Mar

Visit our website for more information.



Courses in Your Country

Let Lewis come to you!

The Lewis Teacher Training Centre delivers teacher training courses all over the world. Over the past few years we've delivered courses in Russia, Turkey, the Middle East and beyond! Visiting you allows us to gain a greater insight into your needs based on your specific context. Teachers have described our approach as being one that understands the real challenges faced in today's classrooms, eg large classes, mixed abilities and motivation levels.

Advantages of flying to you

Cost-effective - you save on travel, visas, and accommodation

Time-saving - you eliminate time spent on organising a project abroad

Convenient - we work around your schedule at any point in the year

Inclusive - we can train your *entire* team as opposed to only a few of your teachers flying to us

Context-specific - you receive a course directly relating to your current teacher and student needs

Choose a course or design your own

A course coming to you can be 100% tailored, in both structure and content. We need to learn about your school and continuous professional development (CPD) objectives. In order to do this we invite you to:

- ① Discuss your requirements with us - contact us to arrange a convenient time.
- ② Browse our training topics on pages 10-13 to find out what we can offer teachers.
- ③ Let us know your proposed dates.

We'll do the rest! We will then present an indicative course plan and price quotation for your approval.

Prices start at: £1300 per course plus trainer expenses (eg. flights and accommodation)

"The trainer responded to our needs by adjusting the course to suit our context." Alexey Nafikova



Training Visit

Consultancy service for schools

A Training Visit brings our specialist(s) to you to run a *free* appraisal of your department (with no obligation to commit further), including a *free* workshop for your teachers and a *free* lesson for your students.

The service provides an opportunity to explore new and useful ideas that aim to benefit your school, teachers and students. The visit also showcases our skills and expertise, so you can get to know us first-hand, and vice versa.

You will only pay for the specialist's flights and accommodation, plus visa fees if applicable (for two-day visits only - get in touch for more details).

What's included in your visit?

- A FREE teacher training workshop
- A FREE English lesson for students
- Curriculum overview (eg review of syllabus and course books)
- Resources review (eg staff room, classrooms and IT)
- Classroom observations and feedback (teachers)
- Team structure and dynamics
- Final presentation to management
- A written report with recommendations



Contact us to book your free training visit

Email Abby Croucher at study@lewis-school.co.uk.

"They demonstrated new approaches, teaching strategies and pedagogical concepts." Levis Lozano



Your Stay with Us

Southampton

Located on the south coast of England, Southampton is a great place to live and study! The city is internationally famous for cruise ships and the Titanic, and with 40,000 university students among its population of 250,000, it has a young, vibrant atmosphere. Visitors can enjoy the Sea City Museum, the fabulous West Quay shopping centre and Premier League football at St Mary's Stadium.

London is only 1¼ hours by train and many other places of interest are within easy travelling distance, such as Stonehenge and the historic cities of Bath, Oxford and Winchester. The New Forest National Park and the Isle of Wight are also just a stone's throw away!

Accommodation

Homestay accommodation

Our homestay hosts are personally selected and inspected, offering you a comfortable and friendly 'home away from home'.

Residential accommodation

In summer we offer single en-suite rooms and studio apartments in a self-catering residence just 10 minutes' walk from the school.



Talk to us



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