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THE
METHODS
COURSE GUIDE

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Introduction

Traditionally, mainstream teaching has been heavily influenced by the coursebooks used in different subjects, including language teaching. Over the last 50 years, education has moved from Grammar-Dictation methods to Audio-Visual, to a Communicative Approach. The METHODS project explored 5 different methods for language teaching using the communicative approach, which unfortunately, is still not entirely widespread in mainstream teaching. In certain situations, for example, in Vocational Schools, materials for teaching practical & useful English communicatively are still lacking.
In any course designed to teach any of the Methods, it is important to maintain the communicative aspect of the Methods. This can be done primarily by making sure that the courses are not taught in conventional seminar format, but as workshops, where the core concepts are to make the learning practical, experiential and interactive, ie learning by doing, and by involving 2 way discussion.

The Methods 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. Any powerpoints should be succinct and not take up too much time from the workshops.

You can plan a teacher training course in many different ways:

1. A course can be run in one coherent sequence or as Modules with a set period of time in between.
2. The courses can also be planned as fully onsite face-to-face courses or a mix of on-site and off-site courses using blended learning. You can also choose to select only a set number of methods for a particular course.
3. A very vital part of the courses is that tasks need to be given 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 to follow up on participants' own work and feed back on that work. This follow up by the course instructor can be carried out in different ways. You can visit and see for yourself what a course participant has achieved, or follow synchronously via a webcam, or asynchronously (a videoed lesson). The most important thing is that you do the follow up and give your course participants a chance to get your feedback in relation to their activities in class. The tool for communication is your choice. When planning and running a course, the points below should be considered.

Planning the Course:

FAQs	Possibilities:
Should we include all the methods?	No – you can include 1 or more or all methods. You should check to see which methods are likely to be useful for the audience.
Do we have a minimum number of participants?	No. In case of large numbers, do make sure you have enough space to demonstrate the activities, ie enough space for participants to move around. For a CALL course, make sure you ask participants to bring laptops, or provide computers for them. You will also need a router per 8 participants, and a wide internet broadband.
How long should the course be?	It depends on which methods are being taught.
What resources are available for running the courses?	There are some resources on the Methods webpage (see Ready to Use Materials on http://languages.dk/methods/index.html#Materials_prepared_for the_CALL_courses), and in the Manuals. There are also some demonstration videos. There are PPTs for each of the 5 Methods which can be used as they are, or adapted to suit your audience. Remember to keep the PPTs short to leave time for activities using the Methods. Regard the www.languages.dk as a pool of available materials that you can pick and choose from, and be inspired by to try out new things and activities with your students and colleagues.

Running the Course:

FAQs	Possibilities:
How should the course be structured?	A possible structure would be to have the methods in modular form. For each module, the following structure could be used: 1. Introduction (possibly using an ice-breaker using one of the methods) 2. Aims of the course 3. An activity using the method being taught 4. Analysis of the Method & Discussion of Teachers' experience while using the method 5. Recapping on the Method using a PPT **Points 3, 4 and 5 could be re-shuffled and set out in another order, eg 5, 3 and 4, starting with the powerpoint.** After the chosen Methods have been covered, the following is suggested to round up the course: 1. Evaluation of the Course (see Appendix A) 2. Setting goals for the use of the new Method(s)in their own classrooms (a Personal Development Action Plan – see Appendix C) 3. Co-ordinating how to follow up 4. Presenting Certificates
How should we run the evaluation?	The course itself should have a participants' evaluation session (Appendix A) where they can discuss their evaluation of the Method(s). There should also be an evaluation from their own students when trying out the method(s) in class. See below for more information on feedback & follow-up.

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Post-Evaluation & Coaching:

FAQs	Possibilities:
How can you organize feedback & follow-up?	1. Some time after the course, it would be advisable to contact participants by email to check whether they have tried out any methods, and to see what feedback they received from their students (see Appendix B for Students' Evaluation Sheet). Be aware that Teachers might require further assistance/help or advice. A group Skype call could be set up for Teachers to discuss their experiences. 2. Another possibility would be to set up a forum where teachers could discuss their experiences, and feed back about their students' evaluations, and then help each other with suggestions. 3. Yet another possibility (if feasible) would be to visit participants' schools, observing lessons using the new methods, and giving feedback. 4. Alternatively, you could stream the videoed lesson with a webcam using Skype, or ask for a recording to be placed in a Dropbox folder.

The timetable below is an example of how a course can be structured. However it is only an example.

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

Three day course with follow up			
Day 1 Introduction (15 min.) Method 1 example activity/activities – Task-Based Learning (1.5 hour) Discussion on effectiveness of technique (20 mins) Recap on Method by showing PPT (TBL) (10 min) Method 2 example activity/activities – PhyEmoC (1.5 hour) Discussion on effectiveness of technique (20 min) Recap on Method by showing PPT (PhyEmoC) (10 min) Post evaluation (45 mins) Day 1 finished	Day 2 Introduction (15 min.) Presentation of examples of Method 3 (CALL) (20 min) Method example activity – CLILstore design. Participants create their own CLILstore unit (1.5 hour) Demonstration of Hot Potatoes Exercises, one by one, followed by participants creating their own exercises to add to their CLILstore unit. (3 hours) Post Evaluation (45 min) Day 2 finished	Day 3 Introduction (15 min) Method 4 example activity/activities - Simulations (1.5 hour) Discussion on effectiveness of technique (20 min) Recap on Method by showing PPT (Simulations) Presentation of Method 5 (E-Tandem) (15 min) Method example activity followed by PPT (1 hour) Preparation of various Methods exercises by the participants for their own classes Choose method Choose class Choose activity Pick topic (2 hours) Post Evaluation (45 mins) Final evaluation of course (30 mins) Day 3 finished Presentation of certificates (15 min.)	Follow up (at a given time after the actual three course days) Participants prepare their own classes to try out the methods. Their students should give evaluation of the activities tried. Participants feed back to trainer (and colleagues). Feedback from course instructors: This can be given face to face or through virtual means such as email, Skype etc.

Alternatively, you can choose to present the method first and then do an activity to demonstrate it.

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Appendix A Methods Survey – Teachers

How would you describe your students / define your target group:

Primary	Secondary	University	Adult	Other (please specify)

Please specify the method(s) used:

PhyEmoC	TBL	Simulations	CALL	e-Tandem

Please answer the following questions, giving a rating from 1 to 5, where:
1 = very unsatisfactory. 2 = unsatisfactory, 3 = satisfactory, 4 = good, 5 = excellent,
6 = cannot say

1.   How do you evaluate the provided equipment (computers, internet access…)?
2.   How do you rate the quality of the materials used?
3.   How clear were the instructions?
4.   How do you rate the time assigned to complete the tasks?
5.   How do you rate the quality of the presentations?
6.   How do you rate the effectiveness of the various teaching methods
        (use the 1- 5 rating scale):

PhyEmoC	TBL	Simulations	CALL	e-Tandem

7.   Which of these methods were new to you?

PhyEmoC	TBL	Simulations	CALL	e-Tandem

8.   Which of these methods do you think you might use in the future?

	PhyEmoC	TBL	Simulations	CALL	e-Tandem
1-2 times/year					
1-2 times/month					
Once a week					
Never					
Other (please specify)					

9.   What did you like best about the workshop?

10.   What do you think could have been better?

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Appendix B   Methods Survey - Students

Please specify where you are studying English:

Secondary school	Vocational school	University	Other (please specify)

Please specify the method(s) used:

PhyEmoC	TBL	Simulations	CALL	e-Tandem

Please answer the following questions, giving a rating from 1 to 5, where:
1=very unsatisfactory, 2 = unsatisfactory, 3 = satisfactory, 4 = good, 5 = excellent,
6 = cannot say

1.   How do you evaluate the provided equipment (computers, internet access….)?
2.   How do you rate the quality of the materials used?
3.   How clear were the instructions given by the teacher?
4.   How do you rate the time assigned to complete the tasks?
5.   How would you describe this type of lesson?
6.   What do you like best about the lesson?

7.   What do you think could have been better?

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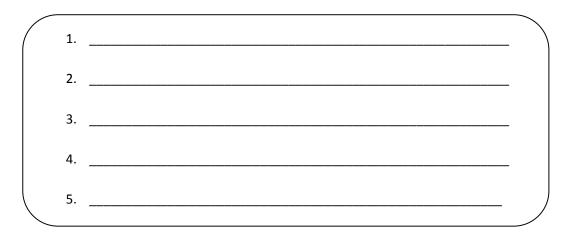
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Appendix C   Personal Development Action Plan

Your CPD (Continuing Professional Development) involves you trying out some of the ideas you learnt on this course.

Here is a suggested template for setting up an Action Plan for this.

Choose a few areas that you think you would like to try out with your class.
Prioritise the areas in the order you would like to try them out in your regular classes.

1. _____

2. _____

3. _____

4. _____

5. _____

Set up a timeline within which you would like to cover these areas, and set dates.

Date
- Method
- Activity

Date
- Method
- Activity

Date
- Method
- Activity

Date
- Method
- Activity