



Pilgrims Workshop Titles

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Testing and Assessment

1. Coping with exam stress- the demystification and relaxation process
2. IQ or EQ for exam stress
3. Introduction to the CEF: learning and assessment
4. "Is your B1 the same as my B1?" Relating test levels to the CEF
5. Principles of testing
6. Humanising testing
7. The odd world of EFL testing: is affect left outside the exam room?
8. Testing speaking: training interlocutors and assessors
9. Developing effective classroom tests
10. Framework for assessing teacher competences
11. Introducing and maintaining alternative assessment
12. Task-based teaching and testing

Primary

1. Primary methodology and understanding of the developmental stages
2. Very young learners: the unconscious learning process.
3. Primary story-telling many ways- creating meaning
4. Understanding and working with temperaments (Steiner) and learning styles)
5. Singing. The path to joy: mirroring child development

Teaching specialised groups

1. Motivating beginners (secondary and adult)
2. Teaching the very advanced
3. Teaching large multi-level classes
4. Teaching one-to-ones

5. Teaching business English
6. Develop your business vocabulary
7. Presentation skills for teachers of business English
8. Mediation and negotiation: an introduction for business English teachers
9. A lexical approach to teaching business English
10. NLP for business English teaching

11. Materials development for ESP courses
12. Teaching academic writing

CLIL

1. Workshop for EFL colleagues who teach other subjects through English
2. Workshop for teachers of other subjects using English as the medium of instruction

Preparing Teacher trainers

- 1.From teacher to teacher to teacher trainer
- 2.Improving observation and feedback skills
- 3.How to run input sessions
- 4.Mentoring skills
- 5.Supervision skills
6. Use of “can do” statements in designing a teacher training course
7. Action inquiry: the route to professional artistry
- 8.Trainer development

From teacher to manager

- 1.From teacher to manager
- 2.Leading as learning: the practice of post-heroic management

Different humanistic approaches

- 1.Suggestopaedia (Lozanov)
- 2.Introduction to the Silent Way of working (Gattegno) Cuisenaire rods
- 3.Insights from “psychodramaturgie linguistique” (See *Teaching myself*, Bernard Dufeu, OUP 94)
- 4.Multiple Intelligences in the EFL classroom (Howard Gardner)
- 5.Humanistic teaching: awareness and empowerment that makes the difference
- 6.Humanising the coursebook
- 7.Dogme: towards a teaching style that meets the needs of students

Creativity in language teaching

- 1.“ I am bored!”
- 2.Materials development and creativity
3. Activating the reserve capacity of your learners
- 4.Mangaing your creativity
- 5.Managing your brain: sweep away the bad learning habits and bring in the good
- 6 Fun, laughter and learning
- 7.Creativity strategies for teachers: there is life beyond the gap fill
- 8.Creative writing
- 9.Using the metaphor as a teaching tool
- 10.Humanising our practice: is it just for the good of the students?
- 11.Creative expression through a small thing

Giving space for learner autonomy

(major text: *Lessons from the Learners*, Sheelagh Deller)

- 1.How learners learn
- 2.Getting on-going feedback
- 3.Fostering student self-esteem
- 4.Independent learning
- 5.Learner-generated materials: teaching without external materials
- 6.Using the mother tongue judiciously
- 7.De-stressing the teacher and the learner
- 8.Learner autonomy- changing teacher roles
9. Teacher self-help

Dealing with non-conformist secondary students

1. Motivating kids to behave: classroom management techniques
2. Working with dyslexic students
3. Short and long terms strategies for maintaining motivation in the classroom
4. Teaching modern languages in secondary school-

Drama in EFL

- 1.The place of drama in the EFL classroom
- 2.Impro techniques for extended speaking practice
- 3.Dramatising prose and poetry
- 4.Dramatising Shakespeare in the EFL classroom
- 5.Putting on a play with EFL students
- 6.Acting skills for EFL teachers
- 7.Bringing personalised speaking alive- some simple drama techniques
- 8.Improvised role play: creating and exploring characters and situations
- 9.Spontaneous story-telling and dramatising. Yes we all do have imaginations
- 10.Drama for practising functional language
- 11.Adventures through simulations
- 12.Language through movement

Music in EFL

- 1.Song,music and dance
- 2.Using instrumental music to unlock the learners' expression
- 3.Teaching through fine arts and music
- 4.The art of making every classroom minute unforgettable through music, movement and role play
- 5.Music and song as stimulus for role p[lay, visualisation and creativity
- 6.Working with music, song and voice

Literature in EFL

1. Using literature in the EFL classroom
2. Moving beyond the five skills through poetry
3. Sherlock Holmes reading jigsaws
4. Short stories in the language classroom

Telling stories in the EFL classroom

1. Spontaneous storytelling: a skill for teachers and an activity for students
2. Storytelling and creative writing
3. Exploiting stories
4. Telling tales
5. Guided imagery in the language classroom

Teaching Words

1. Some interesting words
2. Imagery and metaphor in vocabulary teaching
3. Teaching words so they stick
4. Collocations what we can do about them
5. Working with words, playing with words, learning words
6. Vocabulary awareness building and revision

Teaching Grammar

1. Lexical chunks and spoken grammar: lessons from corpus linguistics
2. Personal grammar
3. Grammar in disguise
4. Putting glamour into grammar
5. Discovering grammar
6. Teaching the newly understood grammar of oral, UK English
7. Get your grammar tired class moving: increasing student motivation
8. Practical implications of corpus analysis of the language
9. Ways of taking the boredom out of repetitious exercises
10. Personalising grammar practice and review activities

Teaching pronunciation

1. Multisensory pronunciation
2. Sound foundations: learning and teaching pronunciation
3. What is discourse intonation?
4. Pronunciation clinic and how to run one
5. Teaching phonemics to kids
6. Putting fun into phonology

Teaching culture

1. British life language and culture
2. Other cultures in my classroom
3. Cultural awareness and working cooperatively with other cultures
4. Culture: if it is necessary, what do we teach?
5. Positive and negative politeness cultures.

Language matters

1. When is the present “perfect”?
2. State of event; the implications of the divide
3. Pragmatics and language teaching
4. Exploring ING
5. An introduction to discourse analysis
6. Update: British English; what’s new?
7. Introduction to UK oral English (Cambridge grammar of English, Carter and McCarthy)

Counselling knowledge applied to language teaching

1. Transactional analysis for teachers and teacher trainers
2. Group dynamics and discipline
3. Working styles _ improving our understanding of ourselves and of our students
4. Group dynamics and management: how we maximise our skills
5. Resolving conflict in the classroom and elsewhere
6. Emotional literacy and active listening -transformation of the classroom
7. EQ and IQ in face-to-face interaction (conflict management)
8. The influence of psychology on language teaching
9. Counselling skills for teachers
10. Skills for observation attitude improvement
11. Language exercises inspired by NLP
12. Thinking frames
13. The Myers Briggs temperament indicator for teachers
14. Six Category Intervention Analysis: skilled helping and feedback
15. From teacher to facilitator: developing group facilitation skills for teachers and trainers
16. Presence and performance: creating a learning atmosphere in the here and now
17. The Enneagram: categorisation of student (and teacher!) personality types
18. Avoiding burn-out: mutual supervision

Materials production

1. Teaching light: designing exercises that are low on preparation but which have high mileage
2. What is a good activity? Creating and fitting exercises to specific situations
3. Creating low cost, no cost materials
4. Producing local context listening materials

Miscellaneous

1. Creating ways to use re-cycle visuals
2. Art in EFL
3. Teaching writing
4. Listening to people, not tapes: developing an empathetic classroom
5. A mistake is a gift to the class- correction of speaking and writing
6. Working with what we've got
7. Accuracy or fluency? Accuracy and fluency?
8. How to correct and when not to.