



"We make learning special"

Communicative Language Teaching and Testing

This course is for ELT professionals who would like to explore how the principles of the Communicative Approach can be translated into effective classroom practice in terms of syllabus design, materials and methodology, and also in terms of assessment, testing and examining.

Objectives

The objectives of the course are:

- To review the principles of communicative teaching
- To consider how these translate into classroom practice
- To consider a range of classroom techniques
- To review the principles of communicative testing and assessment
- To consider how these translate into practice
- To survey teaching materials and examples of test and assessment procedures

Content

The course will consider the following areas in relation both to current theories of language acquisition and learning and in terms of practical applications in the participants own classroom contexts.

Key principles of communicative language teaching:

- Classroom dynamics and class management: opportunities and constraints
- Alternative classroom approaches and alternatives to the classroom
- Learner and learner centred classes: putting learners in their proper place
- Teaching grammar communicatively
- Making language learning active and interactive
- Producing and selecting communicative materials
- Cultural learning and communicative teaching
- Making the testing match the teaching – can we test communicatively?
- Effective assessment in the communicative classroom

Methodology

NILE's courses are taught in a range of ways, but the underlying principle is that all courses should be taught using the methodology that course participants can adapt and emulate for the themselves on returning to their classrooms. Sessions are built into the course to allow course participants to reflect on the way that they have been taught and review the suitability of the strategies and techniques for their own circumstances.

Preparation and follow-up

All course participants are issued with a pre-course questionnaire to be returned prior to the course. This is to ensure that the areas of most significance to participants within the general course area are covered. In addition, participants are sent an indicative reading list covering some of the topics to be dealt with on the course. Participants are also asked to bring along to the course information and materials relating to any project they are involved in or have recently completed. These can then be subjected to supportive critical comment during the course.

Towards the end of the course there is a “where next” session with the group as a whole, or with individuals. This session is used to review the concepts and practices dealt with on the course and to see how they will apply to the participants’ work place on their return. Open-ended follow-up consultation is available to all course participants after the course, via email/internet access.

Timetable

All NILE courses are held between the hours of 9 a.m. and 5.30 p.m. The working day normally starts at 9.15 a.m. and ends at 3.30 or 5.15 p.m. All courses last a minimum of 25 hours per week.

Guest Speakers

In addition to the main course team, courses often have one or more visiting guest speakers. These are usually well-known figures from the world of EFL/ESL who have published and lectured widely. Occasionally they are people who are well versed in the changing face of Britain and the role of English in the world wide community.

Since NILE’s courses are for serving teachers or teachers in training, these sessions with visiting speakers, along with the extra curricular programme, represent an ideal opportunity for course participants to mix socially and professionally with teachers from a wide variety of different countries and contexts.

All of NILE’s courses for teachers include a significant English language improvement element dealing with a variety of aspects of the English language.