

English for Teachers Program



The Program Focus

The English for Teachers program is a non-credit program specifically designed to give participants an opportunity to improve their English language skills relevant to teachers. The program encourages both the development of English language proficiencies and the acquisition of practical skills for teachers. Participants will both learn and demonstrate their understanding of student-centered learning, team based learning, the effective use of technology to enhance student-learning, objective based assessment frameworks, lesson planning, and strategies to support second language classrooms. Our English for Teachers program also allows students to gain international experience and cross-cultural skills while improving their language abilities. Based on an experiential learning model, the programs actively engage students in class and through activities to provide a fun and integrated learning experience.

Project Details

* All classes and content are designed employing adult education methodology supported by practice and research in adult learning theories.
* The language ability and cultural needs of the learner are reflected in the material taught and general program development.
* The programming is designed to be flexible to meet the needs of diverse learners. While the English proficiency levels may vary, each student should gain some competency in respect to reading, writing, speaking and listening.

Program Curriculum

The curriculum of these programs covers a broad spectrum of topics including:

* English Specific Purposes intensive language programming within the context of teacher training. Reading and research on student-centred learning, vocabulary of assessment, teaching across cultures, speaking for teachers, lesson planning, and mini teaching clinics. English programming targets participants’ skill development in reading, writing, speaking, listening, viewing and representing.
* Effective use of team-based learning.
* Effective use of technology to enhance student learning.
* Lesson planning
* Supporting second language learning
* Objective based assessment frameworks
* Supporting second language learning environments
* Research-informed practices in the classroom

Specific Outcomes

* Engage strategies specific for Chinese learners for speaking clearly in English
* Apply strategies to improve ability to listen for information
* Increase confidence in cross-cultural interactions
* Understand the impact that culture has on learning preferences
* Employ proven strategies for working on highly effective teams
* Read for information with increased accuracy in multiple mediums (internet, news, academic, and publications for educators)
* Demonstrate use of effective presentation skills (verbal & non-verbal)

Program Features

* **Mini Teaching Clinic**:
	+ - Participants will plan, revise, deliver and evaluate a mini lesson with faculty and peer feedback.
		- Students apply their learnings on student-centred education, effective use of technology in the classroom, lesson planning and objective based assessment to demonstrate their teaching skills in English.
* **Team Presentations**:
	+ - Students work on a program-long team assignment in diverse teams. Explicit team building strategies are taught, and then students apply their group skills and intercultural skills learning throughout the assignment.
* Orientation to Program, Area and Campus Tour.
* Spanish speaking support to support student and faculty
* Georgian College Statement of Completion for English for Teachers, if 80% attendance is maintained and all assignments are completed.
* Students stay in homestay to further support English proficiencies and cultural learnings.

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Suggested Tangible Take-A-Ways

* An annotated list of current on-line tech tools for teachers.
* A list of recent articles relating to educational research and trends in student-centred education.
* A lesson plan template and a completed lesson plan that they have delivered to the class with peer and faculty feedback.
* Assessment rubrics and designed assignments. If each student creates one rubric or they are created in pairs, then students can share and we could print one or send an electronic file for students to have all the samples.
* A comparative table that highlights key differences and similarities in teaching frameworks and educational structures in Mexico and Canada.

Program Components

Each component will consist of activities that include speaking, listening, reading and writing.

**Creating a Learning Community**: Introduce Vocab Lists, Journals and other on-going program materials, discuss team based learning strategies.

**Unit Planning and Lesson Planning for Outcome Based Learning**: Students will look at sample lesson plans, unit plans, and create a lesson plan document of their own. Students will also work on defining objectives. Reading and writing skills will be emphasized and vocabulary building around the language of educators.

**Content Area Literacy and Literacy Practices**: Practices throughout education that enhance student literacy. Strategies to improve reading comprehension (Pre Reading strategies, Reading Strategies and Post Reading Strategies), vocabulary building strategies, the use of reading journals. Strategies to improve student Writing including planning, writing process definition, and portfolio use.

**Teaching for Student Success**: Students can examine their own experiences and identify strategies that have helped them attain their goals academically. Draw on their experiences as learners.

Other topics might include:

* Tracking of assessment data
* Using student records to support teaching frameworks and understand students as a whole person
* Maslow’s hierarchy of needs and how it can inform teaching practice.
* Student services and supports that can improve success.

**Student-Centred Learning Frameworks**: Methods to reach various learning styles, adjusting teaching based on the interests of the students, teaching to the references and knowledge of the students, adjusting materials to reach a variety of learning styles.

**Effective Use of Technology to Enhance Student Learning:**

A look at some of the technologies that can enhance and support student learning. Possible topics could include:

* BYOD (Bring your own device)
* Flipped Learning
* Gamification
* On-line and Blended Programming
* LMS for student assessment tracking
* Teacher’s Tech Toolbox

**Individualized Learning and Inclusive Education**: A look at some resources for teachers about ADHD, Dyslexia, Dysgraphia, Individualized Education plans and concerns with an inclusive teaching model. Adaptations to curriculum and teaching methods for diverse learning communities.

**Education System in Canada**: Teacher Training Programs in Canada, school structures (Schools, Boards, Trustees, Ministries, Unions, etc.), provincial variations, graduation rates, School Acts, Standardized testing, or student expectations. Students will not even have an understanding of our nomenclature and divisions around primary and secondary education. Student service supports that are integrated into school structures may be of interest to this group of students.

**Designing Meaningful Assessments:** Students will look at types of assessment tools available for teachers. Some topics may include:

* The difference between summative and formative assessment.
* Peer and self-assessment strategies.
* Objective based assessments
* The development of a rubric which outlines performance level targets at a variety of performance levels
* Competency Based Assessment

**Micro-Teaching Clinic**: Students will get to demonstrate their learnings in completing a full lesson (15 min) on a particular topics. The lesson must include planning documents, stated objectives, lesson slides prepared in power point, some assessment form, and the presentation of the lesson in English. The language development focus is on speaking skills.

For the complete program costs, inclusions and details, please contact at internationalworkforce@georgiancollege.ca