



Language Teachers' Training Courses. The Need for Practical Strategies and Resources in the Light of Today's Evolving Educational Landscape.

Prof. Mario Pace
University of Malta
mario.pace@um.edu.mt

YOU DON'T SCARE ME;
I'm a 21st Century Teacher!





- Diverse student needs
- Limited instructional time
- Large class sizes
- Assessment pressures
- Limited resources
- Motivating students
- Sociocultural and linguistic diversity.

- ✓ Adopt flexible teaching strategies
- ✓ Incorporate student-centered approaches
- ✓ Leverage technology appropriately in order to create effective language learning experiences.
- ✓ Language teachers' training courses need not only address the specific requirements of teachers that may vary depending on the context, the language being taught and the proficiency level of their students but also several other key areas, designed to provide teachers with practical strategies and resources they can apply in their classrooms.



THEMES in EDUCATION

- ❖ Becoming a teacher;
- ❖ Schools as communities of learning;
- ❖ Social and cultural diversity;
- ❖ Creating positive classroom climates;
- ❖ Challenging/meaningful behaviour;
- ❖ Student teacher relationships;
- ❖ Working in teams with other professionals;
- ❖ Developing respectful schools and classrooms;
- ❖ Language across the curriculum;
- ❖ Parents and parental involvement;
- ❖ Promoting a Sustainable Society.



Keeping in Touch with School Realities.

- **Every student teacher enrolled to the MTL in Teaching & Learning course is assigned to a school. “The Master in Teaching and Learning (MTL) places Field Placement at the core of the professional Master course, with student-teachers having meaningful experiences in schools and/or other educational settings. It is through the supervised Practicum, which is part of the Field Placement experience, that they gain experience within the classroom setting and school life in general.” (*Field Placement Guide Book 2023/24*)**
- **Throughout the 2 years of the course, the student spends 1 day a week (wednesdays) at the assigned school, observing and shadowing teachers of his/her particular subject specialisation. They are also asked to start giving «parts» of lessons. In this way they can apply the theoretical notions discussed throughout the course to the classroom/s assigned to them.**
- **In the period between March and April each student has a 5 week Teaching Practicum. The Practicum provides aspiring teachers with an opportunity to consolidate the academic preparation they gained at the University by immersing themselves in a real-world classroom environment. Student-teachers are expected to take on the role of the class teacher for a designated period, with support from university academics and mentors, amongst others.**



TUTORIALS – OBSERVATIONS & TASKS

The tutorials serve to present to the student teachers the most important and practical aspects of teaching & learning so as to help them with their professional formation.

Topic 1: **The School Context.**

Aspects discussed:

- The particular language syllabus/ syllabi.
- The diverse students' needs.
- The role/s of the language teacher.
- The school – organization, resources and challenges.

Task: Observe the way the school is organized and run.

Task: Observe the way the particular language classes are organised and managed.



Topic 2: **The classroom and lesson planning.**

Aspects discussed:

- The formation of the classroom/s.
- Learning Outcomes (LOs).
- How to plan for a lesson.
- Content to be included and how to present it in class.

Task: Observe language lessons..

Task: Observe both the teacher and the students in class.

Topic 3: **Lesson development.**

Aspects discussed:

- How to plan a lesson.
- Approaches / methods to be used in class.
- Classroom management.
- The use of the target language.

Task: Observe the various stages of a language lesson.



Topic 4: Approaches and methods for language teaching and learning.

Aspects discussed:

- Teaching / Learning of the 4 basic language skills.
- How to present new vocabulary in class.
- How to present linguistic/ grammatical structure in class.
- Teaching through games and hands on.

Task: Observe the various stages of the teaching and learning process.

Topic 5: Teaching Resources.

Aspects discussed:

- Different types of resources.
- How to choose the most appropriate resources.
- How to make the best use of resources in class.
- How to prepare one's own original resources.

Task: Observe what type of resources are used in class and how they are used.

Task: Observe the use of digital/ technological resources in the language class.



Topic 6: **Learning processes.**

Aspects discussed:

- Tasks assigned for class and for home.
- Student participation in class.
- Autonomous learning.
- Group activities and individual learning.

Task: Observe the students role and participation in the language lesson.

Topic 7: **Assessment.**

Aspects discussed:

- The type of assessment is used in class.
- Summative assessment VS formative assessment.
- Self-assessment.
- Error analysis and feedback.

Task: Observe how correction is done and what type of feedback is given.





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A close-up photograph of a white computer keyboard. A person's index finger is pressing down on a prominent blue key that has the words "Thank you" printed on it in white, sans-serif font. Other keys visible include a white key with a hash symbol (#), a white key with the number 1 and the word "Ende", and several white arrow keys (up, down, left, right).

Thank you

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