

ETI (Executive Training Institute – the Host Partner)

1. Methodology 3R –

<https://www.etimalta.com/wp-content/uploads/2020/11/Methodology-Revisited-Language-Teaching-Meth-2-weeks-2021.pdf>

2. Pre-course questionnaire -

<https://www.etimalta.com/teacher-training-pre-course-questionnaire-2/> !!! Do not fill in the areas related to Technology courses or Business courses

3. Laptops

4. **Mobility Learning Agreement** – Download from here:

<http://www.etimalta.com/wp-content/uploads/2014/08/NEW-MR-TEMPLATE-LEARNING-AGREEMENT.docx>

5. **Mobility Europass** – Download it from here

<http://www.etimalta.com/wp-content/uploads/2014/08/NEW-MR-MOBILITY-PASS-DETAILS.docx>

6. CULTURE

This is a good site to visit before you come: www.visitmalta.com

Here you will find a lot of information about Malta.

Go to: <https://www.myguidemalta.com/> for information about all aspects of life in Malta.

<https://www.knowingmalta.com/blog/the-20-best-things-to-do-in-malta>

<https://www.wheelandanchor.ca/2020/04/secret-spots-in-malta-youll-definitely-want-to-visit/>

Another one (in my opinion) I think is very interesting is:

http://web.infinito.it/utenti/m/malta_mega_temples/

This gives you access to information about Malta's mysterious temple culture, where the temple sites are World Heritage Sites – possibly the lost Atlantis culture? I am inclined to think so.....

Churches are everywhere in Malta as the local religion (95% Roman Catholicism) is still very much a part of people's lives – we have over 365 churches here, so you can go to a different one every day!

<http://www.sacred-destinations.com/malta/sacred-sites>

<http://www.mydestination.com/malta/travel-articles/72113/the-top-5-churches--in-malta>

And here you can see some virtual views: <http://maltain360.com/>

7. Contacts

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8. COVID-19 Measures

https://www.etimalta.com/teacher-training-pre-course-questionnaire-2/#gf_15

ETI

Methodology Revisited, Revitalized & Re-energised - Spice up Your Teaching

Методологията - Ревизирана, Освежена и Ре-енергизирана

Engaging the Learner: What motivates today's students?

Ангажиране на учениците: Какво мотивира съвременните ученици?

1.

Get them Talking! Encourage your students to speak

Как да накараме учениците да говорят?

1. Bloopers - the students are given short extracts with mistakes in them. They have to identify and correct the mistakes. (e.g. Tiny kittens. Ready to eat.)
2. Group Holiday - in pairs the students are given ten different types of holidays and are asked to choose the best option for their teacher and her family, and explain why.
3. Desert Island Ranking Activity - in pairs the students have to imagine that they were alone in the desert and rank eight given objects in order of importance and explain why.
4. Dilemmas - the students are given a few dilemmas (e.g. Which would you choose - your taste or your smell?). They have to discuss it and make a choice.
5. Package instructions - the students get some authentic package instructions which don't sound very good. In pairs they have to say why the instructions are stupid. (e.g. Do not iron clothes on body.)
6. Values Topics - a board game to motivate students to talk about a topic. (e.g. Tell us about a dream you had.)

Learner Styles and Multiple Intelligences

Стилове на учење и видове интелигентност

There are 8 types of intelligences:

Linguistic intelligence

Logical-Mathematical intelligence

Visual-Spatial intelligence

Bodily-Kinaesthetic intelligence

Musical intelligence

Intrapersonal intelligence

Interpersonal intelligence

Naturalistic intelligence

The different types of intelligence correspond to different styles of learning. So we have to provide different types of activities to motivate all students to learn. Some suitable activities for developing the eight intelligences are:

Linguistic intelligence - group discussions, completing worksheets, giving presentations, blogging, reading, word building games, story telling, keeping a journal

Logical-Mathematical intelligence - logic puzzles, sequential steps and deductions, creating codes, problem-solving, guided discovery;

Visual-Spatial intelligence - charts, mind maps, visual puzzles, diagrams, videos, illustrating stories, models/ 3D drawings, visualisations;

Bodily-Kinaesthetic intelligence - inside/ outside circles, TPR (total physical response), relaxation exercises, role-playing, craftwork, dance and mime, creative movement;

Musical intelligence - songs, jazz chants, storytelling based on music, background music, activities with rhyme, rhythm and sound words (onomatopoeia);

Intrapersonal intelligence - group project work, community projects, brainstorming, pairwork, peer teaching, simulations, interviews, group work;

Interpersonal intelligence - individual project work, learner diaries, reflective learning activities, self-study, personal goal-setting, autobiographies;

Naturalistic intelligence - classifying and categorizing activities, background music - in the form of sound created in the natural world, video/ activities involving the natural world, environment related activities, outdoor exploration and activities.

The Chemistry of Words - Collocations

Словосъчетания (колокации)

1. Warmers - The teacher asks questions about yesterday activities, about dishes
2. Collocations - the teacher gives a word/ picture COFFEE, for example, then asks students to write down what comes to their mind connected to 'coffee'. Then they have to write down collocations - make a coffee, strong; spill; black/white etc....
3. Collocations preceding MARKET (supermarket; fishing market; labour market ...)& Collocations following MARKET (market square; market stand; market broker; market deal; market analysis; etc.) - students write in 2 columns what comes to their mind and then read out in order to complete & upgrade their own lists.

4. Collocations Headwords (game) - the students get cards with words, for example, TRIP; DAY; PERSON; HOUSE; FOOD and they have to arrange the words to make appropriate collocations.
5. Collocation cards - the students are given a set of cards and they have to make correct collocations.
6. Collocational grid - the students are given a chart with some nouns preceded by a number of verbs. They have to decide which of the verbs can go with this noun.
7. Word Association - the students get a set of four words. They have to think of a word that connects to each of the sets of 4 words. For example: transplant; rate; failure; disease. The word is HEART.

The Dictation Revival

Съживяване на диктовката

1. Teacher as an Audio Clip - the teacher is in the role of an audio clip. He starts reading the dictation. The students can control the player by calling out: Play, Repeat, Stop, Next. The dictated text has some mistakes in it. The students have to write down what they hear and then correct the mistakes. Finally, they compare their answers with a partner.
2. Picture Dictation - activities - the teacher reads out a text and the students draw a picture. After drawing the picture, students exchange their pics and compare them.
3. Text Reconstruction - Student A and Student B - both have different versions of the same text with missing words/expressions and they complete each other's sentences.
4. The Surgeon - the students get separate sentences and have to put them in the correct order to make a meaningful text.

Using Concordances and Dictionaries for Vocabulary

Използване на връзки от думи (Concordances) и речници

1. Concordances - students must find the most appropriate word that might be collocated with any of the given ideas.
2. Wordspot HAVE - pair work - rephrasing sentences using HAVE in the correct form.
3. Mindmap HAVE
4. Five True - Five False - the students get 10 statements and after a short discussion with a partner, they have to say which 5 are T/F and explain why.
5. Find the Noun - writing the derivative nouns from their adjectives

Setting up Online Activities

Създаване на онлайн дейности

1. Descriptions - pick a flag of a country from www.cia.gov site and describe it to your partner. The partner has to guess which flag you are describing while looking through the webpage.
2. World facts - in pairs students choose 2 different countries from the same site and answer individually 10-16 questions about their chosen country. Then they present their countries and write comparative sentences.
3. www.dictionary.com

4. www.viamichelin.com - trip organiser

Using Computers - Exploiting the Internet

Използване на компютри - Интернет

Using Videos and DVDs

Използване на видео и DVD

Grammar Practice Activities

Дейности за практикуване на граматиката

Songs and Music and their Learning Potential

Песни и Музика - потенциал за учене

Tell me a story! Using stories in the classroom

Разкажи ми история! Използване на историйки в класната стая

Cuisenaire Rods and Language Learning

Пръчици на Кюизинер и учене на ЧЕ

Co-operative Learning

Съвместно учене

Warmers, Fillers, Coolers

Упражнения за загрявка и релаксация - Warmers, Fillers, Coolers

1. Анаграми/Anagrams
2. Brainstorm words - The students have to generate as many as possible words related to the topic individually. In a minute, they write sentences using their words without changing their form and share their sentences with their partner, the other student makes a list of vocabulary mentioned by their partner which they don't know.
3. Odd One Out - the students must say which word doesn't belong to the set of words and explain why.
4. Miming Adverbs - one student goes outside, and the others choose a manner adverb (for example, quickly). The student returns and orders one of the members of the class to do an action by saying, for example, "Stand up!" The person addressed has to carry out the command according to the manner adverb chosen; to stand up quickly. The student has to guess what the manner adverb was.
5. What's the explanation? - The teacher reads out a sentence in order to provoke students' imagination. They discuss in pairs and then explain and share their opinion. Eg. Everyone around him knew who he was; but no one knew his name. (Explanation: It was the first time he had spoken after weeks.)

6. Sentence starters - the students are given the beginning of some sentences and in pairs they have to finish them. (e.g. I always feel good when....)
7. Unusual view - the students are given drawings of objects from an unusual point of view (e.g. a rectangle representing the top of a table). The students have to identify it.
8. What are they talking about? - the students are given a sentence or two from a dialogue and they have to predict what the people are talking about.
Eg. It's awful! Let's ask for our money back.

Drama, Role play and Simulations

Драма, Ролеви игри и симулации

1. Mini mimes - The teacher reads out some actions, slowly, one by one. The students listen to the teacher, change their behaviour and mime as instructed. (i.e. You are trying to walk through mud.... You are lifting a heavy box..)
2. Guest at a party - role play: Each student is given a role (i.e. You are a mobile salesperson who can't resist the opportunity to sell the latest model.) They walk around and talk to the rest of the students who also act the role. At the end, the students have to guess each other's roles.
3. Alien and UFO - the students are divided into pairs. One of them is an alien, the other one is a UFO. The alien writes a description of his species (looking at the questions given to the UFO - the human), the human answers the questions. Then they talk to each other. The human answers the questions, while the alien reads the description.
4. It's a Heat Wave - Role Cards - the students are given eight role cards. They have to prepare and present a dialogue according to the instructions given in their card.

Colloquial English and Idiomatic Language

Разговорен английски език и Идиоми

1. Dialogues using colloquial English & Slang - students read some dialogues and try to rewrite the conversations in a more formal style.
A: *Someone's **walked off with my specs!***
B: *Don't be **daft**. You've got them in your hand.*
A: *Oooh, yes. I'm going **bonkers**.*
2. Quiz - *What kind of person is a **wimp**? (wimp = a coward; an unadventurous person)*
3. The Politically correct Dictionary
*Eg. **vertically challenged** = short; **Chemically inconvenienced** = drunk/ on drugs*

Learning Vocabulary

Учене на нови думи

Using Humour for Language Learning

Използване на хумор за учене на ЧЕ

You Tube, Video clips and Learning

You Tube, видеоклипове и учене

Making Pronunciation Fun
Произношението е забава

How to really Speak
Как говорим в действителност

Wikis

Designing crosswords and quizzes
Създаване на кръстословици, въпросници/викторини

Dealing with Learner Errors
Как да се справим с грешките на учащите

Teaching Language through Project Work
Преподаване на ЧЕ чрез проектна дейност

Writing Strategies
Стратегии за създаване на писане
Language Development: Speaking Activity and Error Correction
Развиване на езикови умения: дейности за говорене и коригиране на грешки