

## Certificate Program for ELSA Instructors 2011/2012

During this certificate program participants will have the opportunity to work with a cohort of like-minded colleagues and receive in-depth training on specific topics related to working within an ELSA context.

### 2011/2012 Program:

#### Teaching Vocabulary, Pronunciation and Grammar within a Task-based Curriculum (Literacy-3)



### What you will receive:

- 3 all day sessions and online follow up
- A package of program handouts
- A certificate from ELSA Net
- Lunch and refreshments

*Register early as space is limited*

## Certificate Modules for ELSA Instructors 2011/2012

### Program schedule:

January 20	Module One
March 2	Module Two
April 27	Module Three

### Participants may choose:

**A Certificate of Completion** This certificate shows that the participant has been present for 3 face-to-face modules totaling 18 hours of training in Task-Based Instruction.

**A Certificate of Specialization** This certificate is awarded to participants who have been present for 3 face-to-face modules and participate in approximately up to 20 hours of online discussion and systematic reflective practice. Therefore, in addition to the online component, those who receive a certificate of specialization will be asked to submit a portfolio of samples and a reflective journal on their classroom practice.

**No Certificate** Participants may attend one, two, or all three of the modules and choose not to receive a certificate.

See program details on page 3.



*See other flyers for workshop series training for instructors and training options for coordinators and managers.*

# Task-Based Instruction (ELSA Literacy-3)

The Task-Based Instruction Certificate gives ELSA instructors practical and theoretical grounding in understanding how to teach sub-skills within a Task-Based Approach for ELSA levels Literacy-3.

January 20

## Module One—Pronunciation

During the morning session led by Colleen Rogan, participants will learn current theory in pronunciation teaching and be introduced to strategies and techniques that can be used immediately in the ELSA classroom. The focus will be on how to use systems and techniques that can be easily incorporated into daily lessons.

The afternoon session, will be led by Fleurette Sweeney of the Living Language Institute. She will focus on the primary symbolic activity of the sound-to-symbol methodology by creating many opportunities for experiencing a strong aural/oral experience of the sound of language. Certain songs are exquisitely designed to hold intact the acoustic properties of the natural flow of oral English. Those properties are enhanced when the word patterns are sung. Singing engages more breath energy, the rhythm of the song adds clarity to the articulation, and the melody enhances the expressive contour of speech. In addition, when a song is used to govern the movement of play as in folk song-games, the playful game situations ensure that the sound of words is associated with their meaning and also that the process will be repeated willingly time and again.

February

## Online Discussion Forum, Information Sharing and Evaluation

Participants who choose to be part of the Certificate of Specialization stream will participate in an online forum, information sharing and evaluative process to reflect on their application and implementation of the theory and strategies. Participants should expect up to 10 hours of preparation and participation.

NOTE: Other participants have the option of joining the online conversations without being involved in the evaluative process.

March 2

## Module Two—Vocabulary

Studies have shown that vocabulary development is a major factor in language learning success. It is often difficult to know how much to teach, which words to teach and how to effectively incorporate vocabulary instruction into your lessons. In this session, participants will learn about current language learning theory as it relates to teaching vocabulary and specific strategies and techniques for incorporating vocabulary instruction into the ELSA classroom.

March

## Online Discussion Forum, Information Sharing and Evaluation

Participants who choose to be part of the Certificate of Specialization stream will participate in an online forum, information sharing and evaluative process to reflect on their application and implementation of the theory and strategies. Participants should expect up to 10 hours of preparation and participation. Work from this forum will have an evaluative component (ie. work will be submitted for evaluation)

NOTE: Other participants have the option of joining the online conversations without being involved in the evaluative process.

April 27

## Module Three—Grammar

It is often challenging to know how to fit grammar into a task-based, communicative approach to language teaching. This session will offer a quick review of basic grammatical structures, then focus on how to teach grammar within the context of an ELSA class. Participants will be given an opportunity to share ways in which they incorporate grammar into their ELSA lessons.

### Sharing session

During the final afternoon of the certificate program, participants will be asked to share materials, strategies and ideas with their colleagues on any of the three topics covered in the program. Participants should be prepared to offer a 5-10 minute presentation to their colleagues. Presentations will be given in pairs or small groups (not to the entire group).