



TESOL Methodology Training Course: Communicative and Task-Based English Teaching



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Introduction:

TESOL methodology training in communicative and task-based English teaching is a 5-day course for English language teachers, EFL instructors, language centre trainers and ELT coordinators that ends with a micro-taught Skills Lesson Plan and Assessment Task Pack. Many English classes still rely on teacher explanation and translation, so learners know rules yet cannot use the language, and progress is graded without reference to clear proficiency levels. Nominees already teach English to speakers of other languages and practise each method through micro-teaching role-play with peer observation. CoreConcept Training Center delivers this TESOL methodology course.

Course Objectives:

- Select a language teaching approach for a class by comparing communicative, task-based and form-focused methods against learner needs
- Stage English lessons with PPP or the task-based cycle, with clear aims, timing and instruction-checking questions
- Design listening, reading, speaking and writing activities that move learners from controlled practice to fluent use
- Teach grammar, vocabulary and pronunciation in context through guided discovery, concept checks and drilling
- Correct learner errors and give feedback that balances accuracy and fluency, and adapt materials for mixed-ability groups
- Write CEFR-aligned assessment tasks and marking rubrics that report learner progress by level

Target Audience:

- English language teachers who plan and deliver daily lessons to learners of English as a foreign language
 - EFL instructors in colleges, institutes and corporate language units responsible for course delivery and progress tests
 - Language centre trainers who teach mixed-level adult groups and adapt coursebook material
 - ELT coordinators who observe lessons and support colleagues with planning and classroom practice
 - Subject teachers moving into English language teaching who need a structured methodology base
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Course Outline:

Day 1: Language Teaching Approaches and the EFL Classroom Baseline

- Grammar-Translation and Audiolingual Methods Versus Communicative Language Teaching
- Hymes Communicative Competence Model Applied to Classroom Goals
- CEFR Can-Do Descriptors for Profiling Learner Proficiency Levels
- Classroom Language, Teacher Talking Time and Instruction-Checking Questions
- Lesson Observation Checklist for Baseline Teaching Practice Review

Day 2: Lesson Staging Models and Receptive Skills Lesson Design

- PPP Lesson Staging With Presentation, Controlled Practice and Production
- Willis Task Cycle With Pre-Task, Planning, Report and Language Focus
- Receptive Skills Frame With Lead-In, Gist and Detail Tasks
- Graded and Authentic Texts for Listening and Reading Lessons
- Lesson Aims, Anticipated Problems and Stage Timing in Plans

Day 3: Teaching Productive Skills, Grammar, Vocabulary and Pronunciation

- Information Gap, Role-Play and Opinion Exchange Speaking Activities
- Process Writing With Drafting, Peer Review and Model Texts
- Guided Discovery and Concept-Checking Questions for Grammar Meaning
- Lexical Sets, Collocation and Vocabulary Recycling in Context
- Phonemic Chart, Word Stress and Connected Speech Drilling

Day 4: Error Correction, Mixed-Ability Classes, Materials and Language Assessment

- On-the-Spot and Delayed Error Correction Techniques With Recasts
- Accuracy and Fluency Feedback Balance in Speaking Tasks
- Mixed-Ability Class Differentiation With Tiered Language Tasks
- Coursebook Materials Adaptation by Adding, Deleting and Replacing
- CEFR-Aligned Test Specification and Analytic Speaking Rubric Design

Day 5: Role-Play Micro-Teaching and the Skills Lesson Plan and Assessment Task Pack

- Skills Lesson Plan Drafting Using PPP or Task Cycle Staging
 - CEFR-Aligned Assessment Task and Marking Criteria Construction
 - Peer Micro-Teaching Rehearsal of Twenty-Minute Skills Lesson Segments
 - Trainer and Peer Observation Feedback on Staging and Instructions
 - Skills Lesson Plan and Assessment Task Pack Completion
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Skills You Will Gain:

- Communicative Lesson Design
- Task-Based Lesson Staging
- Receptive Skills Teaching
- Grammar Presentation in Context
- Pronunciation Teaching
- Learner Error Correction
- ELT Materials Adaptation
- CEFR-Aligned Language Assessment

Why Attend This Course:

- Deliver a Skills Lesson Plan and Assessment Task Pack to the head of department or academic coordinator for use with a current class
- Choose between PPP and task-based staging for each lesson aim and justify that choice in a lesson plan
- Reduce lesson time lost to unclear instructions, over-correction and coursebook tasks that do not fit the group's level
- Share staging templates, concept-checking questions and CEFR rubrics with fellow English teachers in the department

Conclusion:

Back at work, the participant gives the head of department or academic coordinator a Skills Lesson Plan and Assessment Task Pack built for a real class, with staged activities, adapted materials and a CEFR-aligned task and rubric. Coordinators can use it to agree a shared staging format and common marking criteria across teachers of the same level. After the first unit taught with it, the team should review learner results against the rubric, the balance of teacher and learner talk and which adapted tasks need revising.

Frequently Asked Questions FAQ:

What do participants need before the TESOL methodology training course?

Participants should already teach English to speakers of other languages, at any level, and be able to plan and deliver lessons in English. Bringing a current coursebook unit and a recent class test helps them apply the micro-teaching and assessment work to their own learners.

How does TESOL methodology training differ from a general teaching strategies course or a business English course?

It is language-specific: it trains teachers to stage communicative and task-based English lessons, teach the four skills, grammar, vocabulary and pronunciation, and assess against CEFR levels. General teaching strategies courses cover pedagogy for any subject, and business English courses improve the participant's own English.

When is task-based English teaching more effective than PPP in TESOL methodology?

Task-based teaching suits lessons where learners already have some language to use, because they complete a meaningful task first and study forms afterwards. PPP suits new, tightly defined structures that need clear presentation and controlled practice before free production. Many teachers combine both across a unit.

What do participants take back from the TESOL methodology training course?

Participants take back a Skills Lesson Plan and Assessment Task Pack: a staged skills lesson already rehearsed in micro-teaching, adapted materials for a mixed-ability group, concept-checking and instruction-checking questions, and a CEFR-aligned assessment task with marking criteria.