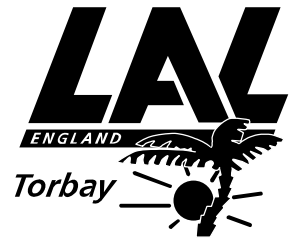


LAL TORBAY TEACHING APPROACH



LAL Torbay is proud of being a centre of academic excellence. Offering a multitude of courses for adult and young learner students and involved in training teachers of English as a Foreign Language since 1990, we are currently one of the few schools in Devon, in the South West of England, training native English speaking teachers on the Cambridge approved CELTA and DELTA courses (Certificate / Diploma in English Language Teaching to Adults). In addition, we have recently established a new business and executive suite of classrooms and established links with local further education providers to provide the highest levels of tuition.

Many students, partners and International Group Leaders often have questions with regards to the methodologies and teaching practices of the Academic Department at LAL Torbay. Here are some of their questions and our answers...

Is the end of school students' report based on the Common European Framework?

Yes, our students are tested, assessed and placed into classes according to the 'can do' statements, the report written by the teacher at the end of the course will give a grade for listening, speaking, reading and writing.

How is grammar taught?

General English classes follow a course book. These course books are designed to provide the students with a balance of skills work, grammar and vocabulary building. The teachers supplement the books with additional activities according to the individual needs of the class.

Are the lessons based on teaching communication skills?

Effective communication, communicative competence and learner autonomy are the three key aspects of our lessons: students are provided with the opportunity to put it into practice the grammar and vocabulary learned.

Do you give homework, and are the results checked?

Homework is given according to the needs and wishes of the students, as a rule all of the teachers give homework, which is checked the next day, the amount of homework is determined by the students' wishes.

How do you measure progress?

Continual assessment is carried out by the teachers and as part of the coursebooks that are used. The teachers monitor the students to ensure that they understand the grammar they are being taught before moving on to a new aspect of the language. We have also designed a series of comprehensive two-hour level-change tests, which are available for all students to do on request, these tests are used to assess the students' knowledge of grammar at their specific level and also contains a written component.

Are the lessons based on eliciting from the student rather than just dispensing knowledge?

Learner autonomy is paramount: the teachers actively encourage the students to answer their own questions wherever possible. We are not huge advocates of a prescriptive approach to learning and prefer to utilise a 'Guided Discovery' approach.

How do you manage to build confidence?

The tasks, exercises and activities used by the teachers are primarily designed to build confidence and thus improve communicative competence. Students are encouraged to study aspects of 'survival' and 'everyday' English.

How would you describe your pedagogic approach to learning?

We have what can best be described as an 'eclectic' approach to language learning with a combination of book-based traditional lessons combined with the use of the resources and experiences of our teaching staff. We encourage learner autonomy and oral communication whenever possible and promote the study of authentic listening and practical communication skills.