

TEACHER TRAINING INTENSIVE PROGRAM

LEARN TO PREPARE AND DELIVER LESSONS THAT STUDENTS ENJOY

This course is designed to provide fresh perspectives and ideas to secondary school teachers of English.

The program is communicative in nature and requires students to participate in workshops, observations, and teaching practice as well as attend daily English language classes.

The program aims to provide a stimulating, varied, and enjoyable language learning and professional development experience.



Practical Experience

Observe, practice, and apply new teaching techniques



Global Perspective

Compare teaching methods with international standards

**WHY
TEACHER
TRAINING**



Expert Guidance

Learn from experienced educators



Career Advancement

Enhance your skills and stay ahead in education

KEY OUTCOMES

- Compare and contrast their teaching methodology and materials with those used in an adult multi-lingual setting
- Extend their pedagogical and linguistic knowledge
- Build a toolbox of new tasks, activities and techniques that they can take back to their own classrooms

RECOMMENDED FOR

- Secondary School English Language Teachers
- University students aiming to become English teachers (must taking course related to teaching professions or preparing for teaching practice as part of their degree)

DURATION

2 weeks

START DATES

- Mon 28 July – Fri 8 August 2025
 - Mon 11 August – Fri 22 August 2025*
- *University student participants can only join the August 2025 intake

LOCATION

Lexis Byron Bay,
Australia
(In-person delivery)

CLASS SIZE

12 students

SCHEDULE

GENERAL ENGLISH (MON-FRI)
8:30 – 10:00 / 10:30 – 12:00 /
12:30 – 13:30

TEACHER TRAINING (MON-FRI)
13:45 – 15:00 / 15:15 – 16:30

ENGLISH REQUIREMENT

Intermediate Level or IELTS 5–5.5 or
CEFR B1/B2

TUITION FEE*

AUD \$1,400

*Registration Fee(\$250) & Text Book fee (\$185) will be added at the time of enrolment.

*Accommodation placement and Accommodation fee is not included.

ABOUT THE TRAINER

Lisa has been teaching since 2001 at top schools in Oxford and Melbourne, teaching General English and exam classes at all proficiency levels.

She has also been a Director of Studies at UK summer schools, a Teacher Trainer in Beijing, training and assessing student teachers in preparation for sending them into primary schools and high schools across China.

During her time here she has developed academic proficiency among teaching staff through observations, professional development sessions, and mentoring.



“

My mission is to empower educators and students alike through innovative courses, training and transformative organizational change. At Lexis Byron Bay, I have cultivated a culture where staff have the training, motivation and ownership to provide the best service to our students. ”

– **Lisa Holt**, Former Lexis Byron Campus & Academic Manager, Teacher Training Trainer

ABOUT LEXIS EDUCATION

The Lexis Education Group, established in 2004, operates language and vocational programs at eight locations in Australia and internationally, including locations in Kobe, Seoul, and Busan.

The group comprises six key training companies: Lexis English, Lexis Juniors, Lexis Tesol Training Centre, Lexis Training, Lexis Japan and Korea.

Lexis English provides industry leading academic training in Australia, while Lexis Juniors has been recognised as a leading provider of junior programs in the country. Lexis' focus on teacher training, including the highly-regarded Cambridge training suite, ensures Lexis remain at the forefront of the industry.

Lexis Tesol Training Centre offers accredited programs to various clients and education providers as well as large-scale, multi-year training support for government run international teacher recruitment programs each year.

TIMETABLE

Project Work

1. Tandem Teach a Speaking or Grammar Workshop
2. Present a teaching tip/technique at a Lexis Teachers' Professional Development session
3. Observe 4 different classes at different levels and write up/present a critique

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 AM	Placement test, interview, orientation	English class	English class	English class	English class
Week 1 PM	Focus: Introductions <ul style="list-style-type: none"> • Session 1: Attend speaking workshop • Session 2: Quiz and introduction to course content 	Focus: Teacher and student talk time <ul style="list-style-type: none"> • Session 1: General Speaking • Session 2: Teacher Talk 	Focus: Presenting grammar <ul style="list-style-type: none"> • Session 1: Attend grammar workshop • Session 2: Presenting grammar 	Focus: Classroom management <ul style="list-style-type: none"> • Session 1: Warmers, fillers, stirrers and settlers • Session 2: Adapting to student needs 	Focus: Accuracy and Fluency <ul style="list-style-type: none"> • Session 1: PPP, TTT and task-based learning • Session 2: Correcting speaking
Week 2 AM	English class	Visit other Classes (4 Levels)	English class	English class	English class
Week 2 PM	Focus: Setting up tasks <ul style="list-style-type: none"> • Session 1: Facilitate speaking workshop • Session 2: Setting up tasks and giving instructions 	Focus: Pronunciation <ul style="list-style-type: none"> • Session 1: Features of Pronunciation • Session 2: Pronunciation and listening 	Focus: Teaching writing <ul style="list-style-type: none"> • Session 1: Facilitate grammar workshop • Session 2: Teaching writing 	Focus: Using IT <ul style="list-style-type: none"> • Session 1: Join Lexis Teachers PD session • Session 2: Using tech in the classroom 	Focus: Reflection <ul style="list-style-type: none"> • Session 1: Learners' choice • Session 2: Presentations and reflections on course

WEEK 1

Monday

8:30 - 9:00	Arrive at school (bring your passport and visa)
9:00 - 10:30	Placement test and interview
10:45 - 12:15	Orientation
12:15 - 13:00	Lunch (opportunity to hire a bike)
13:00 - 14:00	Attend speaking workshop Join in with the other new starters and current students talking about a set topic (next week some Participants will be running this workshop)
14:00 - 14:30	Break
14:30 - 16:00	<p>Quiz and introduction to course content</p> <p>- <i>Quiz</i> The quiz acts as a Needs Analysis and will focus on the following areas:</p> <ol style="list-style-type: none"> 1. Language awareness 2. Teaching methodology and metalanguage <p>- <i>Introduction to course content</i> Participants will go through the course syllabus and have an opportunity to request a topic for the 'Participants Choice' session on the final Friday. Project work will be advised as follows:</p> <ol style="list-style-type: none"> 1. Tandem Teach a Speaking or Grammar Workshop (with self and peer evaluation) 2. Present a teaching tip/technique at a Lexis Teachers' Professional Development session 3. Observe 4 different classes at different levels and write up and present a critique

Tuesday

8:30 - 10:00	Join English class (at level determined by placement test)
10:00 - 10:30	Break
10:30 - 12:00	Join English class
12:00 - 12:30	Lunch
12:30 - 13:30	Power up session
13:30 - 13:45	Break
13:45 - 15:00	<p>Generating speaking Teenagers typically feel shy about speaking out in class and, in particular, speaking in a foreign language, where they might make mistakes. The aim of this session is to discuss barriers to speaking in class and look at different methods for overcoming these.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will be introduced to a range of new (and old) strategies to get their students talking. • Participants will be able to utilise effective activities and techniques to promote students' confidence, fluency, and motivation.
15:00 - 15:15	Break
15:15 - 16:30	<p>Teacher talk (TT) This session focuses on the quality and quantity of teacher talk including: ratio of TT to ST, types of unnecessary TT, and language grading.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will have evaluated their own teacher talk and identified areas for improvement. • Participants will have discussed and reviewed methods to reduce TT and increase ST

Wednesday

8:30 - 10:00	Join English class (at level determined by placement test)
10:00 - 10:30	Break
10:30 - 12:00	Join English class
12:00 - 12:30	Lunch
12:30 - 13:30	Power up session
13:30 - 13:45	Break
13:45 - 15:00	<p>Afternoon Sessions – Presenting grammar - <i>Attend grammar workshop</i> Join in with the other current students for a workshop about a set grammar point (next week some Participants will be running this workshop)</p>
15:00 - 15:15	Break
15:15 - 16:30	<p>- <i>Presenting grammar</i> When teaching multi-lingual classes, teachers are unable to rely on direct translation or detailed explanations as to what a word means or how a grammatical structure is used. Thus, tools such as visual aids, timelines and concept check questions are essential for ensuring learner comprehension. In this session, we will review and practise these techniques.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will be able to use visual aids and timelines to present grammar. • Participants will have practised using concept check questions to clarify language.

WEEK 1

Thursday

8:30 - 10:00	Join English class
10:00 - 10:30	Break
10:30 - 12:00	Join English class
12:00 - 12:30	Lunch
12:30 - 13:30	Power up session
13:30 - 13:45	Break
13:45 - 15:00	<p>Afternoon Sessions – Classroom management – <i>Warmers, fillers, stirrers and settlers</i> This session looks at how teachers can use different types of activities to manage the energy in the classroom (stirrers and settlers) and to ensure every minute of class time is relevant (warmers and fillers)</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will become familiar with learning style theory and how it affects language acquisition. • Participants will have a toolkit of activities they can use to help make the most effective use of time in the classroom.
15:00 - 15:15	Break
15:15 - 16:30	<p>– <i>Adapting to student needs</i> People learn and think in different ways. Some people are logical, some are creative, some learn by seeing, some by doing. This session looks at different learning styles and abilities and workshops some ways for overcoming them.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will become familiar with learning style theory and how it affects language acquisition. • Participants will have identified their own learning styles and learned how to ensure their lessons are more accessible to a range of different students.

Friday

8:30 - 10:00	Join English class
10:00 - 10:30	Break
10:30 - 12:00	Join English class
12:00 - 12:30	Lunch
12:30 - 13:30	Power up session
13:30 - 13:45	Break
13:45 - 15:00	<p>Afternoon Sessions – Accuracy and fluency – <i>PPP, TTT and Task-based learning</i> Assessment of a student's language ability can roughly be broken down into just two things: communication and accuracy. Depending on the stage in the lesson or the stage in a learner's language development one of these will take priority over the other. In this session, we review the difference between restricted, semi-restricted and free practice and discuss and evaluate their use in class.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will identify the key differences between teaching for accuracy and teaching for fluency and discussed when each is most appropriate. • Participants will have evaluated the way they present language and considered alternative approaches.
15:00 - 15:15	Break
15:15 - 16:30	<p>– <i>Correcting speaking</i> Teachers can be reluctant to correct students because they know that some students feel shame at making a mistake. However, learning from our mistakes is an integral part of acquiring any new skill. In this session we will look at how to approach correction for both restricted and free practice activities and discuss the best ways to make being corrected a positive rather than negative experience.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will feel more confident in correcting their learners and will have toolbox of different techniques with which to do so. • Participants will understand strategies for turning corrections into positive experiences and will be able to deal with students who show negative reactions.

WEEK 2

Monday

8:30 – 10:00	Join English class
10:00 – 10:30	Break
10:30 – 12:00	Join English class
12:00 – 12:30	Lunch
12:30 – 13:30	Power up session
13:30 – 13:45	Break
13:45 – 15:00	<p>Afternoon Sessions – Teaching practice/Setting up tasks and giving instructions <i>- Facilitate speaking workshop</i></p> <p>Half of the Participants will work together to tandem teach this week's speaking workshop. They will need to plan ahead together to share the teaching load and agree on timings and instructions. The other Participants will attend the workshop as students with Lexis students.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants can effectively plan, design, and implement a speaking workshop. • Participants can understand how to clearly and concisely communicate instructions and provide effective feedback.
15:00 – 15:15	Break
15:15 – 16:30	<p><i>- Setting up tasks and giving instructions</i></p> <p>When teaching multi-lingual classes, teachers have to set up the tasks and give all instructions in English rather than in the learners' mother tongue. Thus, tools such as hand gestures, breaking down instructions and modelling are essential for efficiently setting up tasks. In this session, we will review and practise these techniques.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will be able to simplify, break down and give instructions in English rather than having to rely on their mother tongue. • Participants will be able to utilise hand gestures and modelling to give instructions and set up tasks.

Tuesday

8:30 – 10:00	Teacher Trainers will visit 4 classes at different levels and complete observation forms on each, in preparation for writing up their report.
10:00 – 10:30	Break
10:30 – 12:00	Teacher Trainers will visit 4 classes at different levels and complete observation forms on each, in preparation for writing up their report.
12:00 – 12:30	Lunch
12:30 – 13:30	Power up session
13:30 – 13:45	Break
13:45 – 15:00	<p>Afternoon Sessions – Pronunciation <i>- Features of Pronunciation</i></p> <p>This session will focus on the three different features of pronunciation; individual sounds, words, and connected speech. Teacher Trainers will have the opportunity to discuss pronunciation issues that are specific to the mother tongue and identify ways to help students with these.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will feel more confident in identifying their learners' pronunciation issues. • Participants can acquire strategies for effective pronunciation instruction.
15:00 – 15:15	Break
15:15 – 16:30	<p><i>- Pronunciation and Listening</i></p> <p>In English, many words are not pronounced how they are written and, furthermore, many words change when we talk rapidly in connected speech. This makes listening difficult for learners who haven't been introduced to this concept.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will be able to recognise the features of connected speech. • Participants have a good understanding of why teaching pronunciation can lead to a marked improvement in learners' listening abilities.

Wednesday

8:30 – 10:00	Join English class
10:00 – 10:30	Break
10:30 – 12:00	Join English class
12:00 – 12:30	Lunch
12:30 – 13:30	Power up session
13:30 – 13:45	Break
13:45 – 15:00	<p>Afternoon Sessions – Teaching practice/Teaching writing <i>- Facilitate grammar workshop</i></p> <p>Half of the Participants will work together to tandem teach this week's grammar workshop. They will need to plan ahead together to share the teaching load and agree on timings and instructions. The other Participants will attend the workshop as students with Lexis students.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants can effectively plan, design, and implement a grammar workshop.
15:00 – 15:15	Break
15:15 – 16:30	<p><i>- Teaching writing</i></p> <p>Unlike speaking, writing isn't innate. It's a skill that needs to be taught. Written language is different from spoken language and writing conventions vary in every culture. However, writing can and should be fun and this session will look at alternatives to essays as a way to get students writing.</p> <p>By the end of the session (or Outcome),</p> <ul style="list-style-type: none"> • Participants will discuss the differences between spoken and written language and writing conventions in various cultures • Participants will be introduced to a range of creative writing activities that engage students. • Participants will review how to provide effective feedback and evaluation to students.

WEEK 2

Thursday

8:30 - 10:00	Join English class
10:00 - 10:30	Break
10:30 - 12:00	Join English class
12:00 - 12:30	Lunch
12:30 - 13:30	Power up session
13:30 - 13:45	Break
13:45 - 15:00	Afternoon Sessions – Setting up tasks and giving instructions - <i>Lexis Teachers Professional Development Session</i> The Participants will join a Lexis Byron Bay monthly PD session. In these sessions, teachers share new (and old favourite) teaching methodologies and practices. PD topic tbc.
15:00 - 15:15	Break
15:15 - 16:30	- <i>Ways to add tech to your lessons</i> There is now an endless range of IT tools that teachers can lean on to help with lesson prep or to make their lessons sparkle. In this session, we look at some of the tools that Lexis teachers employ on a daily basis (including Chat GPT). By the end of the session (or Outcome), <ul style="list-style-type: none">• Participants will have assessed how they could adapt a range of tech tools to use in their classrooms.

Friday

8:30 - 10:00	Join English class
10:00 - 10:30	Break
10:30 - 12:00	Join English class
12:00 - 12:30	Lunch
12:30 - 13:30	Power up session
13:30 - 13:45	Break
13:45 - 15:00	Afternoon Sessions – Reflection and Participants' Choice - <i>Participants' Choice</i> Every cohort has their particular area of interest. This session has been left blank so that we can adapt the program to meet the needs of the individual students.
15:00 - 15:15	Break
15:15 - 16:30	- <i>Observations feedback and course reflection</i> In this session Participants will give a 10 minute presentation about what they have learned from a) the teacher observations they did and b) the course in general and explain how they intend to apply this in their classes back home. The remainder of the session will provide an opportunity for the Participants to give feedback on the course and to make suggestions for future courses. There will also be a short quiz based on the course content. By the end of the session (or Outcome), Participants have had an opportunity to <ul style="list-style-type: none">• Assess and evaluate the learning obtained from the course.• Learn from other participants and deepen one's own learning.• Obtain feedback and suggestions that will be useful for improving future classes and courses.• Confirm the level of understanding of the course content.