

# ERASMUS+

## Language & Methodology for Teachers of English as a Foreign Language

Course Ref: **EP 3.2**

### ONE WEEK

### Language & Early Language Learning

#### Entry Level

Minimum Level CEF B2

#### Daily Teaching Sessions

##### Morning:

4 x 45 minutes (3 hours)

English as a Foreign Language in  
Practice

##### Afternoon:

2 x 45 minutes (1 hour 30 minutes)

Early Language Learning

#### Total course contact hours:

1 week: 22.5 hours

2 weeks: 45 hours

#### Course Provider:

### Richard Language College

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#### in association with:

### Shadows Professional Development Ltd

This one week course is aimed at non-native speakers of English teaching EFL to students of all age groups, in various types of schools and for different purposes.

Afternoon modules are designed for the teaching of a certain age range of pupils/students. Each afternoon module is changed weekly and may be combined with certain other weekly modules to form two-week courses. Please check this carefully before making your choice according to our published start dates.

#### Objectives

This **practical** course develops the participants' personal language skills and presents various techniques and methodological approaches of teaching English as a foreign language.

#### English as a Foreign Language in Practice

For the **morning** sessions, the course tutors will place each participant in an international live English as a Foreign Language class which includes non-teachers. Participants will refresh and develop their personal language skills. Simultaneously, participants may observe in practice many of the skills and techniques taught in the afternoon methodology classes.

Participants will have the opportunity to observe teaching strategies taught in the afternoon methodology classes as well as to practise their language through Listening, Speaking, Reading and Writing. In addition to the consequent increase in personal fluency and confidence in lesson delivery, these sessions will be devoted to refreshing the experience of being a student again. Teachers all too often become stale and lose sensitivity to the real situation of the student. Here they become more acutely aware of learning difficulties from a student's point of view. The methodology tutor will receive and discuss feedback in the afternoon session.

#### EFL Methodology and Teaching Strategies

The **afternoon** sessions cover essential strategies and techniques of teaching language and discuss how to manipulate them in the classroom.

#### Weekends

**Weekend days** (on arrival or between two course weeks) are devoted to informal learning through self-study, personal research, cultural visits and activities, exchange of ideas and experience as well as practising language skills in everyday situations.

#### Preparation

##### Pre-Course Preparative Modalities:

- On-line Language Level Assessment
- Needs Analysis
- Pre-Course Reading List
- On-Line Participants' Forum
- Pre-Course Cultural Counselling
- Pre-Course UK Practical Arrangements

#### Practical Arrangements

##### Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Pedagogic Learning Materials Included
- Exchange of Best Practice
- Participants' Evaluation Feedback
- Pastoral Care, 24 hr Emergency Number
- Accommodation Service
- Optional Cultural Activities and Visits

# EFL Methodology and Teaching Strategies

## AFTERNOON MODULE 2: Early Language Learning

**Course Ref: EP 3.2**

### AFTERNOON MODULE 2 Early Language Learning

**Minimum English Level CEF B2**

#### TOPICS

##### The Learner

A look at the young learner and how they acquire new language compared to the adult learner.

##### Mother Tongue and Second Language Acquisition

This session looks at mother tongue interference when learning a second language and ways we can try to reduce this.

##### Pronunciation - Encouraging Good Pronunciation from the Start

Young learners have the amazing ability to acquire near native-like pronunciation in the second language. This session examines why and how we should exploit this ability from the very first lesson.

##### Approaches to Reading for Young Learners

How we can make reading fun and incorporate it into our teaching for young learners and encourage its use both inside and outside the classroom.

##### Approaches to Writing for Young Learners

How to make writing enjoyable and incorporate it into our teaching for young learners.

##### Activities for Young Learners: Integrated Learning

This session introduces a variety of activities designed to practise a range of skills, suitable for the young learner.

This module is recommended for non-native speakers of English teaching children aged 4 to 11.

### MODULE 2 - Course Content and Strategies

In accordance with the participants' Needs Analyses, the following topics may be discussed in-depth, presented in an overview or referred for post-course studies:

- *The Learner*
- *Mother Tongue and Second Language Acquisition*
- *Pronunciation - Encouraging Good Pronunciation from the Start*
- *Approaches to Reading for Young Learners*
- *Approaches to Writing for Young Learners*
- *Activities for Young Learners: Integrated Learning*

### One-Week Course (Total course contact hours: 22.5 hrs)

**Sample programme which can be adapted to suit the participants' needs**

	Day One	Day Two	Day Three	Day Four	Day Five
8.30 09.15 - 12.35	Welcome Testing and Evaluation  RLC Orientation	General English lesson	General English lesson	General English lesson	General English lesson
Lunch Break					
14.00 - 15.30	Mother Tongue and Second Language Acquisition	Pronunciation: Encouraging Good Pronunciation from the Start	Approaches to Reading for Young Learners	Approaches to Writing for Young Learners	Activities for Young Learners: Integrated Learning
<b>Sat / Sun</b>	<b>One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)</b>				

This module can be combined with module 1 or 3 to form the following:

### Two-Week Courses (Total course contact hours: 45 hrs)

**EP3.1/3.2 Exploiting Resources to Develop the Skills + Early Language Learning (4-11 yrs)**

**EP3.2/3.3 Early Language Learning (4-11 yrs) + Developing the 4 Skills (10+ yrs)**

#### Outcomes

- Improved language teaching practice skills - teaching English to young learners
- New Techniques and Methodological Approaches of teaching English as a Foreign Language to young learners
- Better understanding of young students' needs and behaviour during classes
- Techniques to improve young students' motivation
- Improved personal English Language skills and confidence in lesson delivery
- Greater knowledge of other European Systems of Education
- Deeper sensitivity to cultural diversity
- Teamwork and Interpersonal Abilities
- Better Knowledge of Erasmus+ potential for your own and others' professional development

#### Follow Up Provided

##### Post-Course Modalities

- Linguistic Profile based on Common European Framework of Reference
- An EFL Methodology in Practice Course Professional Profile
- Europass
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice