

# ERASMUS+

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

Course Ref: **EP 3.1/3.2**

### TWO WEEKS

#### Intensive English Exploiting Resources to Develop the Skills Early Language Learning

#### Entry Level

Minimum Level CEF B2

#### Daily Teaching Sessions

##### Mornings:

4 x 45 minutes (3 hours)

Weeks One and Two: General English lesson

##### Afternoons:

2 x 45 minutes (1 hour 30 minutes)

Week One: Exploiting Resources to Develop the Skills

Week Two: 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 two 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 Methodology modules for the teaching of a certain age range of pupils/students change weekly. Each module is repeated regularly and may be combined with certain other weekly modules to form two-week courses. Please check this carefully from our published start dates before making your choice.

#### 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. The course programme consists of various modules to meet the needs of teachers of different age groups and school types.

#### 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

# AFTERNOON MODULE 1: Exploiting Resources to Develop the Skills

**Course Ref: EP 3.1/3.2**

**WEEK 1 - MODULE 1**

**Minimum English Level CEF B2**

## TOPICS

### Visual Resources

Presentation of a range of visual resources and how they can be exploited in the EFL classroom.

### Resources for the Interactive Whiteboard (IWB)

Many classrooms are now equipped with IWBs. This session introduces you to some of the software and online sites that can be exploited by the IWB.

### Listening Skills and Resources

A look at some of the resources that can be utilised to practise a range of listening skills, including authentic listening material.

### Speaking Skills and Resources

A look at some of the resources that can be utilised to practise speaking skills, from controlled activities to creative role play and real-life communication.

### Aided Research for Resources

This is an opportunity to undertake guided research on websites and review other sources that specialise in your subject area.

### Pronunciation

A look at why pronunciation is important and some activities to practise in the classroom

**This module is suitable for non-native speakers of English teaching students of all age groups and types of schools, including primary teachers, teachers of CLIL, Business English and English for Specific Purposes.**

This module provides the participants with the strategies, skills, activities and language necessary to deliver English language lessons meeting the challenges of education in 21<sup>st</sup> century Europe. The module will also discuss how to access, from the participant's own country, changes and developments in English.

## **MODULE 1 - 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:.

*Visual Resources - Pronunciation - Aided Research for Resources*

*Resources for the Interactive Whiteboard (IWB)*

*Listening Skills and Resources - Speaking Skills and Resources*

## **Week One**

(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<br>09.15 -<br>12.35 | Welcome<br>Testing &<br>Evaluation<br><br>RLC Orientation  | General English<br>lesson         | General English<br>lesson        | General English<br>lesson                                | General English<br>lesson       |
| Lunch Break              |  |                                   |                                  |  |                                 |
| 14.00 -<br>15.30         | Visual<br>Resources  | Listening Skills<br>and Resources | Speaking Skills<br>and Resources | Resources for<br>the Interactive<br>Whiteboard<br>(IWB)s | Aided Research for<br>Resources |
| <b>Sat / Sun</b>         | <b>One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)</b> |                                   |                                  |  |                                 |

## **Outcomes**

- How to use various resources in order to support the development of the 4 skills
- Improved personal English Language Skills and confidence in lesson delivery
- Improved Language Teaching Practice Skills
- New Techniques/Methodological Approaches of teaching English as a Foreign Language
- Better understanding of students' needs and behaviour during classes
- Knowledge of other European Systems of Education
- Techniques to improve students' motivation
- 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

# AFTERNOON MODULE 2: Early Language Learning

**Course Ref: EP 3.1/3.2**  
**WEEK 2 - MODULE 2**  
**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*

## Week Two

(Total course contact hours: 22.5 hrs)

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

|               | Day Six   | Day Seven  | Day Eight                                | Day Nine                                 | Day Ten  |
|---------------|---|--|--|--|--|
| 09.15 - 12.35 | General English lesson  | 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 |
| Sat / Sun     | <b>One Full Day Cultural Excursion included per Two-Week course</b> |  |  |  |  |

## 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

## Two-Weeks:

Total course contact hours: 45 hrs