

ERASMUS+

Language & Methodology for Teachers of English as a Foreign Language

Course Ref: **EP 3.2/3.3**

TWO WEEKS

Intensive English Early Language Learning Developing the 4 Skills

Entry Level

Minimum Level CEF B2

Daily Teaching Sessions

Mornings:

4 x 45 minutes (3 hours)

Weeks One and Two: General English lessons

Afternoons:

2 x 45 minutes (1 hour 30 minutes)

Week One: Early Language Learning

Week Two: Developing the 4 Skills

Total course contact hours:

1 week: 22.5 hours

2 weeks: 45 hours

Course Provider:

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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 2: Early Language Learning

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

Course Ref: EP 3.2/3.3

WEEK 1 - 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.

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 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 - 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
Sat / Sun	One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)				

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

AFTERNOON MODULE 3: Developing the 4 Skills

Course Ref: EP 3.2/3.3
WEEK 2 - MODULE 3
Minimum English Level CEF B2

TOPICS

Listening Skills

In this session we consider listening as a skill and look at the particular problems it causes for students and how we can help to overcome these problems. It also covers activities to practise this skill.

Speaking Skills

Speaking can be the most enjoyable activity for the students once they have overcome any initial reserve. In this session we will consider techniques to ensure a relaxed classroom atmosphere, along with a range of activities which encourages communication.

Reading and Writing Skills

This session looks at different types of reading activities and how we can bring variety to this skill. This session will also look at ways of making writing practice more interesting while considering the range of writing types that the students should ideally know.

Vocabulary Acquisition

This session will introduce a range of activities to help students learn and practice the key vocabulary they need to know for communication or examinations.

Grammar in Context

An examination of grammar, both from the teacher's viewpoint (i.e. your own level of grammatical knowledge and usage) and from the point of view of the learner. Techniques and activities for presentation in a classroom setting are considered.

IWB Techniques and Activities

Many classrooms are now equipped with Interactive Whiteboards. In this session we consider how the IWB can be utilised, by introducing a range of techniques and activities.

Pronunciation

A look at why pronunciation is important and some activities to practise in the classroom. Page 3

This module is recommended for non-native speakers of English teaching students aged 10 upwards. The course is also suitable for teachers of CLIL, Business English and English for Specific Purposes. Primary teachers may attend the course with reference to older pupils preparing for secondary education.

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

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MODULE 3 - 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:

- *Listening Skills - Speaking Skills - Reading Skills - Writing Skills*
- *Vocabulary Acquisition*
- *Grammar in Context*
- *Interactive Whiteboard Techniques and Activities*
- *Pronunciation*

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	Developing Listening Skills	Developing Speaking Skills	Developing Reading and Writing Skills	IWB Techniques and Activities	Vocabulary Acquisition
Sat / Sun	One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)				

Outcomes

- Developing efficient ways of teaching the 4 skills
- New Techniques/Methodological Approaches of teaching English as a Foreign Language
- Improving language teaching practice skills
- Improving personal English Language skills and confidence in lesson delivery
- Better understanding of students' needs and behaviour during classes
- Learning Techniques to improve students' motivation
- Developing 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