

# ERASMUS+

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

Course Ref: **EP 3.5/3.6**

### TWO WEEKS

**Intensive English  
Current Trends & Innovative  
Approaches to Language  
Learning  
Building Language Learning  
& Exam Power**

#### 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: Current Trends and Innovative Approaches to Language Learning

Week Two: Building Language Learning and Exam Power

#### 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 5: Current Trends & Innovative Approaches to Language Learning

**Course Ref: EP 3.5/3.6**  
**WEEK 1 - MODULE 5**  
**Minimum English Level CEF B2**

## TOPICS

### Education Today ; Consideration of the 8 Competencies

This session will introduce the 8 competencies and how they should be incorporated into curriculum and lesson planning.

### Is there a Place for Traditional Approaches in Classrooms today?

Do we focus too much on communicative ability and fluency at the expense of accuracy? This session looks at how more traditional approaches still have a place alongside some of the newer approaches and shouldn't be disregarded as old-fashioned.

### Online Learning, Distance and Blended Learning

A look at how the internet has created new opportunities for their learning. Students can practise their English or communicate their ideas through special study groups and online forums.

### Modern Language, Slang and the Influence of Technology on Language

Advances in technology have influenced the language and introduced new slang terms. This session examines some of these recent changes.

### Introduction to CLIL and Using English in the Classroom

What is CLIL and how is it different to bilingual or immersion education?

### Interactive Whiteboards (IWBs)

Many classrooms are now equipped with IWBs. In this session we show you how the IWB can be utilised by introducing a range of activities and techniques.

### Pronunciation

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

**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.**

The module provides the strategies, skills, activities and language necessary to deliver English language lessons meeting the challenges of education in 21st century Europe. The module discusses how to access, from the participant's own country, changes and trends in English, as well as useful websites.

## MODULE 5 - 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:

- *Education Today - Consideration of the 8 Competencies*
- *Is there a Place for Traditional Approaches in Classrooms Today?*
- *Online Learning, Distance and Blended Learning - Interactive Whiteboards*
- *Modern Language, Slang and the Influence of Technology on Language*
- *Introduction to CLIL and Using English in the Classroom*
- *Pronunciation*

## 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 09.15 - 12.35	Welcome Testing and Evaluation College Orientation	General English lesson	General English lesson	General English lesson	General English lesson
Lunch Break					
14.00 - 15.30	Education Today: Consideration of the 8 Key Competencies	Modern Language, Slang and the Influence of Technology on Language	Is there a Place for Traditional Approaches in Classrooms?	Interactive Whiteboards (IWB's)	CLIL Introduction and Using English in the Classroom
Sat / Sun	One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)				

## Outcomes

- How to integrate new/traditional strategies for the most successful classroom practice
- New Techniques and 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

# EFL Methodology and Teaching Strategies

## AFTERNOON MODULE 6: Building Language Learning & Exam Power

**Course Ref:** EP 3.5/3.6  
**WEEK 2 - MODULE 6**  
**Minimum English Level CEF B2**

### TOPICS

#### Learning Styles

This session looks at the 8 multiple intelligences to describe different learner types and styles. A range of different activities is introduced for each of the 8 intelligences, enabling the teacher to maximise the learning potential of all their students.

#### Project Work

A look at the different kinds of learner motivation. This session shows how project work can be used to maximise motivation levels and, therefore, facilitate learning. It also introduces ideas for a range of projects that can be carried out in the classroom.

#### Encouraging Individual Learning in Mixed Ability Groups

This session examines the problems of teaching mixed ability groups. A variety of activities is introduced to encourage participation from students at all levels within the group.

#### Recognised EFL Exams and How to Prepare Students for them

An overview of the most commonly taken, internationally recognised EFL exams is given, together with tips on how best to prepare your students for them.

#### Classroom Management

This session examines the importance of classroom management and how it can facilitate effective learning in your classroom.

#### Building Learning Power

This session shows you ways in which to teach your students to be autonomous learners, a skill that will benefit them when preparing for exams as well as throughout their lives.

**This module is recommended for non-native speakers of English teaching students aged 14 upwards, especially for those preparing students for exams. The course is also suitable for teachers of Business English and Vocational English.**

The module provides the participants with the strategies, skills and activities necessary to deliver English language lessons meeting the challenges of 21<sup>st</sup> century education. It discusses how to access, from the participant's own country, changes and developments in English, as well as useful websites.

### MODULE 6 - 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:

- *Learning Styles*
- *Encouraging Individual Learning in Mixed Ability Groups*
- *Project Work*
- *Recognised EFL Exams - How to Prepare Students for them*
- *Classroom Management and Motivation - Building Learning Power*

### 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	Learning Styles	Encouraging Individual Learning in Mixed Ability Groups	Recognised EFL Exams and How to Prepare Students for them	Classroom Management	Building Learning Power
Sat / Sun	One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)				

### Outcomes

- Improved Language learning and exam preparation and motivation
- Improving language teaching practice skills
- New Techniques and Methodological Approaches of teaching English as a Foreign Language
- 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 on 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