

ERASMUS+

Language & Methodology for Teachers of English as a Foreign Language

Course Ref: **EP 3.7/3.3**

TWO WEEKS

**Intensive English
British Culture
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: British Culture
Week Two: Developing the 4 Skills

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 7: British Culture

This module is suitable for non-native speakers of English, teaching students aged 11 upwards, including adults.

Course Ref: EP 3.7/3.3

WEEK 1 - MODULE 7

Minimum English Level CEF B2

TOPICS

Education

This session shows an overview of the British education system, recent developments and proposed changes.

Politics

A variety of areas will be covered, from an overview of the current political system to examining popular culture and politics in the United Kingdom.

Media

A look at various genres of Culture and Media in the United Kingdom.

Changing Society / History

The session examines changes in British society. Areas covered could include looking at the changing role of class, gender, and age differences, the rise of consumerism and the decline of organised religion. The aim throughout is to locate current social issues in their wider historical perspective.

Everyday Life / Customs & Traditions

A good start to gaining some understanding of the lives of people living in a country is to look at their customs and traditions.

MODULE 7 - Course Content and Strategies

In accordance with the participants' Needs Analyses, the following topics may be presented using a variety of teaching techniques or referred for post-course studies:

- Education
- Politics
- Media
- Changing society / History
- Everyday life / Customs & Traditions

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 RLC Orientation | General English lesson | General English lesson | General English lesson | General English lesson |
| Lunch Break | | | | | |
| 14.00 - 15.30 | Education: - Education System of the UK - Proposed Changes to the system | Everyday Life/ Customs & Traditions: - Unusual customs - Superstitions - Stereotypes - Multicultural society - Etiquette - Social Customs | Media: - Culture at the heart of British communities - Newspapers, opinion and analysis | Changing Society & History: - The People: Class and Religion in the UK - The North-South Divide - Royal Family | Politics: - Examining Popular Culture & Politics in the UK - The Electoral System and political parties -Trade Unions |
| Sat / Sun | One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course) | | | | |

Outcomes

- Awareness of various aspects of British Culture to give an understanding of British Society
- Improving fluency, personal English Language skills and confidence in lesson delivery
- Improving language teaching practice skills, including classroom vocabulary
- New Techniques and Methodological Approaches of teaching English as a Foreign Language
- Learning Techniques to improve students' motivation
- Sensitivity to Cultural Diversity
- Teamwork and Interpersonal Abilities
- Implementing Discipline and Overcoming Stress
- Better Knowledge of Erasmus+ potential for your own and others' professional development
- How to access, from the participant's own country, changes and developments in English.

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 3.7/3.3

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.

The module provides 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 discusses how to access, from the participant's own country, changes and developments in English, as well as useful websites.

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