

ERASMUS+

ENGLISH LANGUAGE & INQUIRY BASED LEARNING – OTC 12.1

Course Ref:
OTC12.1

Entry Levels
CEFR English B1

Daily Teaching Sessions

Monday to Friday

Total course contact hours
Two weeks course: 40 hours

Maximum class size 14

Course Provider:

Twin English Centre
Dublin (formerly Alpha
College of English)

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PIC 909 168 391

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in association with:

Shadows Professional
Development Ltd

OID E10070815
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This course is of significant benefit to non-native teachers and trainers at secondary and adult education levels who wish:

- To improve their current General English language levels
- To explore the possibilities of using an Inquiry Based Learning approach to creating dynamic learning opportunities using the wealth of easily, and often very economically, available resources in their locality
- To share ideas on best practice with colleagues from across Europe

Objectives

- To consolidate participants' English language skills
- to familiarise participants with key concepts and issues in Inquiry Based Learning and to help develop their skills in incorporating IBL into teaching and learning processes in their schools.
- to increase participants' skill and confidence in the use of tech tools used in IBL.
- to explore a range of school projects for subjects such as English, geography, history and citizenship using tools and resources needed to implement IBL.
- To provide opportunities for improved methodology and creativity to help participants increase their student engagement and retention on their return to their own schools
- To promote awareness of contemporary Ireland
- To establish contacts between teachers from a variety of European backgrounds and facilitate future networking among these professionals.

Preparation

Pre-course Preparative Modalities:

- Needs Analysis
- Pre-course information on free on-line resources for
- Pre-course cultural information
- Pre-Course general arrival information

Practical Arrangements

Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Learning Materials
- On-going assessment and evaluation
- Setting of learning objectives
- Feedback on progress and areas needing special attention
- Guidance and advice on homework exercises
- 24 hour emergency contact number
- Accommodation service
- Optional cultural visits

Follow up provided

Post-Course Modalities

- A Certificate of Attendance and Achievement
- Europass Mobility
- Post-Course Forum

ENGLISH LANGUAGE AND PRACTICE OF CLIL

Course Topics

English language development –

- speaking, listening, reading and writing as well as pronunciation, vocabulary and grammar activities. Class work includes individual, pair and group work, discussions, debates, project work, presentations, written tasks and listening exercises.

Each week a project topic is introduced to the class and students present their project work to the class at the end of the week

Areas for improvement are addressed through revision sessions and progress tests.

Key Concepts and Definitions of IBL

Creating a Digital Portfolio

Stages in planning and implementing a project

The Inquiry Cycle; monitoring students' progress

Approaches to Assessment in IBL

Integrating Technology into IBL

Presentation of project work developed during the programme

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Course Content

The General English classes cover all the language skills - speaking, listening, reading and writing as well as pronunciation, vocabulary and grammar activities. Class work includes individual, pair and group work, discussions, debates, project work, presentations, written tasks and listening exercises.

The IBL input sessions are delivered in a blend of lecture format and practical activities and focus on the planning, development and implementation of IBL in participants' schools and include use of web tools in an IBL context.

Format

A **2-week course** consisting of **40 classroom contact hours** plus afternoon cultural visits.

Sample Programme

WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:50	Placement Test/Evaluation of Speaking Skills. Induction	Building linguistic, strategic and pragmatic competences.	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Review & progress test. Consolidation of language/ further skills practice.
Coffee Break					
11:10 - 13:00	Introduction to class project. Building linguistic competences	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Public presentation of project. Feedback on learner outcomes.
Lunch					
p.m. Visits	Optional afternoon cultural visit	Optional afternoon cultural visit	Optional afternoon cultural visit	Optional afternoon cultural visit	Optional afternoon cultural visit
Sat and Sun	INFORMAL LEARNING: Informal Learning. Self-guided research and cultural visits with guidelines from Twin English Centre, Dublin				
WEEK 2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:50	Induction and Information dissemination. Creating a digital portfolio	The Inquiry Cycle. Planning the module	The Inquiry Cycle: monitoring students' progress	Approaches to assessment in Inquiry Based Learning	Workshop: Developing a project idea.
Coffee Break					
11:10 - 13:00	Key concepts of IBL. Roles of teacher and student	Workshop: Street art, cultural spaces in our community	Workshop: Transportation in our Community	Workshop: The changing face of employment.	Finalising digital portfolio. Course review. Establishing guidelines for future networking
Lunch					
p.m. Visits	Orientation tour of Dublin	Visit to a local library	Visit to Dun Laoghaire	Visit local Enterprise Centre	Visit to St Anne's Park

Outcomes

- Increased fluency and confidence in using English language
- Increased confidence in developing and implementing IBL in participants' schools, including implementation through the participants' first language and use of relevant tech tools
- Digital portfolio of IBL work done during the programme as a reference for implementing new approaches in participants own classrooms and to facilitate dissemination of their Erasmus+ project to colleagues
- Increased awareness of the possibilities of exploiting easily accessible local resources as a basis for supporting collaborative, thoughtful learning across a range of contexts by introducing an IBL approach
- Sharing of experience with professionals from a range of European countries
- Increased knowledge of Irish history and culture
- Knowledge of Erasmus+ potential for professional development