

### Course Ref:

**TEG 12.2** Two weeks

### Minimum Entry Level

CEFR English pre-B1

### Daily Teaching Sessions

Monday to Friday

### Total course contact hours

2 weeks: 60 hours

Maximum class size 15

### Course Provider:

#### Twin English Centre

**Dublin** (formerly Alpha College of English)

**OID E10161024**

**PIC 909168391**

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in association with:

**Shadows Professional  
Development Ltd**

**OID E10070815**

**PIC 949086219**

### This course is of significant benefit to non-native teachers who:

- need to improve their current General English language levels
- wish to increase their awareness of current thinking on PBL developments
- wish to share ideas on best practice methodologies with colleagues from across Europe thereby improving the overall approach to integrating Project Based Learning into the teaching in their schools

### Objectives

- To consolidate participants' English language skills
- To enhance communication in English between teachers and students
- to familiarise participants with key concepts in Project Based Learning
- To help develop participants' skills in implementing PBL in the classroom
- To increase participants' skill and confidence in the use of tech tools used in PBL
- To cover a variety of school projects for subjects such as English, geography and history with a focus on the tools and resources needed to make PBL accessible to learners through English
- 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

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

### Practical Arrangements

- 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

- A Certificate of Attendance and Achievement
- Europass Mobility

## LANGUAGE and PROJECT BASED LEARNING in parallel

### Course Topics

#### Intensive English

Receptive and productive skills practice emphasising speaking and listening skills

Communicating effectively and flexibly through English in the real-world

Linguistic Competences:  
Grammatical, lexical and phonological

Strategic Competences:  
Interaction, compensation and repair

Pragmatic Competences:  
Functional language and discourse management

Fluency Development  
Asking for and giving information and opinions, expressing a point of view, persuading, agreeing and disagreeing

#### Project Based Learning

Key Concepts/Definitions of PBL

Creating a Digital Portfolio

Stages in planning and implementing a project

Developing projects in the classroom

Cross curricula projects

Integrating Technology into project development

Using Web tools to design projects

Using the 4 skills and PBL in the language classroom

Assessment through projects

Presentation of project work

# ERASMUS+

### 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 PBL input sessions are delivered in a blend of lecture format and practical activities and focus on the planning, development and implementation of PBL in participants' schools and includes use of web tools and use of PBL for assessment.

### Mornings: Intensive English      Afternoons: Project Based Learning

#### Sample Programme 2 weeks

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 10.50	Placement Test Evaluation of Speaking Skills Induction / Orientation	Building linguistic, strategic and pragmatic competences.	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Review & progress test. Consolidation of language and 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	Presentation of project, critique and reflection. Focused feedback learner outcomes.
Lunch Break					
14:00 - 16:00	Creating a Digital Portfolio Key concepts and definitions of PBL	Stages involved in planning and implementing a project	Developing projects in classroom. Cross curricula projects	Integrating Technology into project development	Workshop – using web tools to design projects

<b>Sat and Sun</b>	<b>INFORMAL LEARNING:</b> Informal Learning. Self-guided research and optional cultural visits with guidelines from Twin English Centre, London
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Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
09.00 - 10.50	Placement Test Evaluation of Speaking Skills Induction / Orientation	Building linguistic, strategic and pragmatic competences.	Building linguistic, strategic and pragmatic competences	Building linguistic, strategic and pragmatic competences	Review & progress test. Consolidation of language and further skills
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	Presentation of project, critique and reflection. Focused feedback on learner outcomes.
Lunch Break					
14:00 - 16:00	Utilising the four skills and PBL in the language classroom	Workshop – using web tools to design projects	Assessment through projects	Presentation of participants' projects	Review and evaluation. Guidelines for future contact and networking

### Outcomes

- Increased fluency and confidence in using English language
- Increased confidence in developing and implementing PBL in the classroom
- Increased awareness of the range of uses for successful implementation of PBL in the school; participation in a real world project focusing on the core stages of PBL
- Digital portfolio of PBL material as a reference for implementing new techniques in participants own classrooms and to facilitate dissemination of the project.
- 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