

Course Ref: TED 2

TED 2.1 One Week

TED 2.2 Two Weeks

Minimum Entry Level

CEFR English B1

Daily Teaching Sessions

Monday to Friday

Total course contact hours

1 week: 20 hours

2 weeks: 40 hours

Maximum class size 15

Course Provider:

Twin English Centre

Dublin (formerly Alpha
College of English)

OID E10161024

PIC 909168391

4 North Great George's Street
Dublin 1

Ireland

Tel: + 353 1 8747 024

Email: admin@twinireland.com

www.twinenglishcentres.com

in association with:

Shadows Professional
Development Ltd

OID E10070815

PIC 949086219

This course is of significant benefit to teachers of English who:

- Need to upskill their English language teaching techniques with students of all ages from aged 9+
- Wish to familiarise themselves with international best practice in ELT
- Need to deepen their own knowledge of the language

Objectives

- To familiarise participants with recent pedagogical and classroom technology developments
- To increase awareness of current trends in assessment for the language classroom
- To provide opportunities for reflection on their own practice
- To improve participants' confidence in their own lesson delivery
- To develop and consolidate participants' own language skills
- 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
- Individual Formative Feedback
- 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

MODERN METHODOLOGIES FOR THE LANGUAGE CLASSROOM

Course Topics

Creation of Digital portfolio

The role of learner autonomy in language learning

Exploring the use of reading text through CLT and CLIL

Language games and activities

Activities for promoting speaking in the Classroom

Using the internet as a resource

Evaluating sites for educators

Developing the reading skill

Embedding Assessment in the language classroom

Drama in the Classroom

Developing the listening skill

Using literary texts

Evaluating apps and web tools

Teaching pronunciation – making it communicative and fun in the classroom

Developing the writing skill

Language analysis

Teaching Vocabulary

Learner autonomy and Project Based Learning

The Irish Education system

ERASMUS+

Course Content

The input sessions are a blend of theory and practice in ELT using lecture format and practical activities based on Communicative Language Teaching (CLT) methodology. Throughout the course, participants are encouraged to reflect on their own practice, consider alternative practices and try out a variety of classroom activities.

Format

A **2-week course** consisting of **40 classroom contact hours** plus an extensive afternoon cultural and social programme directly linked to the mornings.

Sample Programme

| WEEK 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|---|---|---|--|
| 9:00 - 10:50 | Induction, orientation and information dissemination | Review of theory in language learning. Learner autonomy in ELT | Communicative language games/ activities | The internet as a resource. Evaluating sites for educators | Embedding Assessment into the Language Classroom |
| Coffee Break | | | | | |
| 11:10 - 13:00 | Overview of methodology. Creation of digital portfolio | Early Irish history. Use of reading in the classroom - CLT and CLIL | Activities to promote speaking in the classroom. The CEFR | Developing the reading skill - using written texts in the classroom | Using drama activities to develop communication skills |
| Lunch | | | | | |
| p.m. Visits | Orientation tour of Dublin | The National Museum | National Botanic Gardens | GPO 1916 Museum | Self-guided 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 | Developing the listening skill. Songs in the classroom | Evaluating apps and tools to promote higher order thinking skills | Developing the writing skill. Writing and project work | The lexical approach to teaching vocabulary and collocations | The Irish education system. Comparison with other European models |
| Coffee Break | | | | | |
| 11:10 - 13:00 | Developing materials for skills lessons | Making pronunciation communicative and fun in the classroom | Language analysis/ awareness. Types of grammar | Learner autonomy and Project-Based Learning. Examples of PBL for language teachers. | Course review and evaluation. future contact and networking |
| Lunch | | | | | |
| p.m. Visits | Visit to Henrietta Street Museum | Visit Christchurch Cathedral | Visit to the Chester Beatty Library | Workshop. Exploiting film in the classroom | Self guided cultural visit in city centre |

Outcomes

- Increased confidence in teaching all aspects of English language
- Greater understanding of students' needs
- Increased awareness of the use of technology in the classroom and the web as a teaching resource
- Increased awareness of the possibilities of exploiting easily available texts as a language teaching resource
- Increased awareness of current trends in assessment in the classroom and the implementation of self-assessment, peer assessment and self-reflection
- Creation of a digital portfolio of projects, tasks and web tools for language teachers as a reference for implementing new techniques in participants own classrooms and to facilitate dissemination of the project to colleagues
- Sharing of experience/knowledge with professionals from a range of European countries
- Enhancement of personal English Language skills
- Increased knowledge of Irish history and culture
- Knowledge of Erasmus+ potential for professional development