

# ERASMUS+

## Language & Modern Methodologies for the Language Classroom in parallel

### Course Ref: TED 4

**TED 4.1** (One week)

**TED 4.2** Two weeks)

### Minimum Entry Level

CEFR English pre-B1

### Daily Teaching Sessions

Monday to Friday

### Total course contact hours

1 week : 30 hours

2 weeks: 60 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

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[www.twinenglishcentres.com](http://www.twinenglishcentres.com)

### in association with:

**Shadows Professional  
Development Ltd**

**OID E10070815**

**PIC 949086219**

**ERASMUS+**

### This course is of significant benefit to non-native 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 in ELT
- 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
- 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

## LANGUAGE & MODERN METHODOLOGIES in parallel

### TED 4 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

#### Modern Methodologies

Theory of language learning: Learner Autonomy Project Based Learning

Language analysis/ awareness.

Using the internet as a resource, evaluating sites, apps and web tools

Pronunciation - communicative language games/activities

Creation of digital portfolio

Reading in the classroom - CLT and CLIL

Promoting speaking in the classroom. The CEFR

Developing the reading skill

Drama activities to develop communication skills

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### 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.

#### Mornings: Intensive English

#### Afternoons: Modern Methodologies for the Language Classroom

### Sample Programme

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 on learner outcomes.
Lunch Break					
14:00 - 16:00	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 improve communication / week 1 evaluation

<b>Sat and Sun</b>	INFORMAL LEARNING: Informal Learning. Self-guided research and optional cultural visits with guidelines from Twin English Centre, London				
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Lunch Break					
14:00 - 16:00	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

### Outcomes

- Enhancement of personal English Language skills
- 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. A digital portfolio.
- Increased appreciation of learner autonomy, speaking and reading skills
- How to use drama activities to develop communication skills Increased awareness of techniques to improve pronunciation
- Sharing of experience/knowledge with professionals from a range of European countries
- Increased knowledge of Irish history and culture
- Knowledge of Erasmus+ potential for professional development