

ERASMUS+ EFL Methodology

For Teachers of English as a Foreign Language

Course Ref: **EP 1**

Entry Levels

Minimum Level CEF B2

Daily Teaching Sessions

Methodology and Teaching Strategies

Morning: 4 x 45 minutes (3 hours)

Afternoon: 2 x 45 minutes
(1 hours 30 minutes)

Total course contact hours:

1 week: 22.5 hours

2 weeks: 45 Hours

Maximum class size 12

Course Provider:

Richard Language College

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in association with:

**Shadows Professional
Development Ltd**

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This course 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.

Objectives

This **practical** course is designed to develop and improve language teaching practice, presenting various techniques and methodological approaches of teaching English as a Foreign Language. Lessons occur in a group of fellow professionals and are designed to give an insight into current language teaching methodology and techniques as well as looking at changes and trends in the the language itself.

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

Follow up provided

Post-Course Modalities

- Linguistic Profile based on Common European Framework of Reference
- An EFL Methodology Course Professional Profile
- Europass Mobility
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice

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EFL Methodology

Course Topics

From Role Play to Soap Opera

Drama helps students, particularly those who may be shy, to use English and take risks from “behind a mask”. This session covers all aspects of using drama in the classroom, from basic role play such as “at the bank” and “at the pharmacy” to students’ writing and performing their own soap opera.

Tests & Exams

Apart from compulsory school and state exams, there is a wealth of public exams on offer. We will look at what they consist of and how they can contribute to students’ future academic lives and careers, as well as considering how we can best prepare students for taking such exams.

Rhythm Songs and Rap

Making pronunciation practice exciting and interesting. We will consider ways of using readily available material from our daily lives to help students to practise pronunciation in a fun and realistic way.

Task-based Learning

Moving away from teacher-centred lessons and encouraging students to work together to support and help each other is an important part of language teaching today. In this session, we will discuss ways of doing this.

Integrating the Skills

In linguistic interaction outside the classroom, the skills of listening and speaking are frequently hard to separate. This synthesis should be reflected in language learning and teaching. This session looks at ways of ensuring that students practise “multi-skills” activities.

Alternative Approaches & Methodologies

What is meant by “alternative”? Examples of such are the “Silent Way”, “Total Physical Response” and “Suggestopaedia”, and the use of tools such as Cuisenaire Rods. We consider how elements of these methods can complement the more widely favoured communicative approach.

Pronunciation and Intonation

The importance of practise in this area of linguistic production is explained. An awareness of pronunciation and intonation is instrumental in improving listening ability and making oneself understood. No matter how good grammatical competence, knowledge of vocabulary and overall fluency are, misunderstandings can occur if there are pronunciation problems.

Course Content and Strategies

This special programme concentrates on methodology. It aims to equip non-native teachers in secondary education with ideas and materials that can be used with their own students as well as to give them a chance to exercise and refine their own command of the language. The small size of the group gives participants the opportunity to discuss and exchange experience and ideas with fellow language teachers from other countries.

The Methodology Course involves small-group learning for foreign teachers of English wishing to develop their teaching skills. Lessons occur in a group of professionals and are designed to give an insight into current language teaching methodology and techniques.

Teachers on the EFL Methodology Course can observe Richard Language College classes being taught by experienced, qualified EFL teachers. These classes include both short stay and long stay students.

Sample Programme

This is a sample of a schedule which can be adapted to suit the participants’ needs.

Two-Week Course - Total number of course contact hours: 45 hrs

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
8.50	Welcome				
09.15-12.35	Testing and Evaluation RLC Orientation	Activities to Develop Listening Skills Songs and Jazz chants	News and Newspapers activities	Modern Language & Slang The Influence of Modern Technology	Practical Session in Staff Room: Exploiting Material and Observations
Lunch Break					
14.00-15.30	Teaching Vocabulary	Activities to Develop Reading Skills	School Visit or Cultural Visit Excursion	Communicative Activities to motivate the whole class	Interactive Whiteboard Techniques and Activities and/or Cultural Visit

Sat and Sun	INFORMAL LEARNING: Personal research, cultural visits and activities, practising language skills
Sat or Sun	CULTURAL TRIP: One Full Day Excursion included in Two-Week Course (optional for 1-wk course)

WEEK 2	Day One	Day Two	Day Three	Day Four	Day Five
09.15-12.35	The use of Videos in the Classroom	The Humanistic Approach (Including Neuro Linguistic Approach)	Writing and Dictation	Teaching Pronunciation and Intonation	The State Education System in the UK
Lunch Break					
14.00-15.30	Computer Resources. Using the Internet as a Resource	Role-play and Drama	Tests and Exams Excursion	Using Dialogues in the Classroom	Course Evaluation; Discussing Exploitation and Dissemination Free Afternoon

One-Week Course - WEEK 1 or WEEK 2 -Total number of course contact hours: 22.5 hrs

Outcomes

The course provides the strategies, skills, activities and language necessary to teach English as a foreign language and improves confidence in lesson delivery, use of classroom vocabulary and fluency. It is designed to provide the participants with insights into current practice and developments in the teaching of English as a Foreign Language as well as into the current state of the language. The participant’s range of methodological approaches is expanded in order to enhance classroom practice. It will also discuss how to access, from the participants’ own country, changes and developments in English, as well as useful websites.