

ERASMUS+

L2L – Language & Learning to Learn

Course Ref: EP 5

Entry Levels

CEF B1+ to C1+

Daily Teaching Sessions

Morning: 4 x 45 minutes (3 hours)
General English lesson

Afternoon: 2 x 45 minutes
(1 hour 30 minutes)
L2L Methodology &
Teaching Strategies

Total course contact hours:
1 week: 22.5 hours
2 weeks: 45 Hours

Maximum class size 12

Course Provider:

Richard Language College

43-45 Wimborne Road
Bournemouth BH3 7AB
United Kingdom

Tel: +44 (0) 1202555932

Fax: +44 (0)1202555874

Email: enquiry@rlc.co.uk

Web: www.rlc.co.uk

in association with

**Shadows Professional
Development Ltd**

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This course was produced as a result of discussions in Paris between partners preparing a Comenius Multilateral Project bid.

Course content is underpinned by “Key Competencies” (Recommendation of the European Parliament and of the Council of 18 December 2006 – 2006/962/EC- on key competencies for lifelong learning).

This course, aimed at non-native speakers of English, is designed for teachers of children in primary or secondary education aged from 4 upwards. This practical course will improve confidence in lesson delivery and expand the participant’s range of methodological approaches to enhance classroom practice with students’ independent learning firmly in mind.

The course aims to provide the participants with the strategies, skills and activities to help young people to become more effective learners. One of the most significant outcomes of the L2L programme is to enable course participants to guide their schools towards becoming Professional Learning Communities. There will be DVD sessions analysing classroom practitioners of Building Learning Power. Morning sessions will improve personal language skills and fluency as well as cultural awareness.

The course is not subject specific.

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 L2L Course Professional Profile
- Europass
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice

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LEARNING TO LEARN

Course Topics

Education for the 21st Century

This introductory unit explores how 21st century approaches shift the emphasis from teaching youngsters towards enabling them to learn more effectively. The key points are to know what's worth learning, know your own learning strengths, know who can help you, know how to overcome confusion in learning, know the best learning approach to any particular challenge. It is all about learning mental agility and emotional stamina.

Developing the mind to learn

This is all about the approaches to "learning to learn" - it shows you how to be a more confident, more competent and more efficient learner. This is training your mind to learn more effectively as an individual.

Changing the way teachers approach learning

Moving the emphasis away from students being seen as passive learners. Minds are not meant merely to be filled with information - teaching is not about assembly line production. Teachers need to be strengthening students' learning power.

Reforming school approaches to Learning

making education more student centred, practical learning orientated, enjoyable and forward looking. Teachers will need more flexibility, and help with new techniques such as assessment for learning CPD programmes will be needed to establish this in all schools.

What is Learning Power?

Understanding how we learn – Meta Learning. Preferred learning styles for each individual. Attitudes to learning and values about learning. Better learners become higher achievers - more confident as well as more competent in lifelong learning.

How to Teach Learning Power giving teachers the strategies and tools to Build Learning Power. Teaching the four R's.

The 4 Rs - RESILIENCE, RESOURCEFULNESS, REFLECTIVENESS, RECIPROCITY

A detailed breakdown of each of these key components of Building Learning Power.

Teachers and the Learning Power Palette

explaining, commenting, orchestrating and modelling ... not teaching any more! Enabling teachers to break away from traditional perceptions of their role in class.

Methodology in Practice

Morning sessions will be devoted to refreshing the experience of being a student again. Teachers all too often become stale and lose sensitivity to the real situation of the student experience. According to their individual level of English, each teacher will be placed in a live English as a Foreign Language class to make them more acutely aware of learning difficulties from a student's point of view. Furthermore, these lessons will facilitate the acquisition of general classroom language and practise the skills needed for active participation in the afternoon sessions. An added benefit is an increase in personal fluency in English as a foreign language. The L2L tutor will receive and discuss feedback in an afternoon session.

Building Learning Power Strategies

Afternoon sessions cover some essential classroom techniques. The course emphasis is practical, focusing on strategies, skills and activities to use in the classroom. The theoretical rationale supporting these techniques is introduced where appropriate, including the eight Key Competencies. Personal Learning and Thinking Skills (PLTS) and Assessment for Learning (AFL) are featured as well as Building Learning Power (BLP), throughout the L2L sessions as recurring themes.

Sample Programme

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

WEEK 1	Day One	Day Two	Day Three	Day Four	Day Five
8.30 09.15 - 12.35	Welcome Testing and evaluation College Orientation	General English lesson	General English lesson	General English lesson	General English lesson
Lunch Break					
14.00 - 15.30	Education for the 21st century	Developing the Mind to Learn	Changing the way Teachers Approach Learning	Topic Related Visit to a UK School	Reforming School Approaches to Learning Feedback and course evaluation

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

WEEK 2	Day Six	Day Seven	Day Eight	Day Nine	Day Ten
09.15 - 12.35	General English lesson	General English lesson	General English lesson	General English lesson	General English lesson
Lunch Break					
14.00 - 15.30	What is Learning Power?	How to Teach Learning Power	The four Rs: Resilience, Resourcefulness, Reflectiveness & Reciprocity	Teachers and the Learning Power Palette	Feedback and course evaluation and/or school visit

One-week Course - either WEEK 1 or WEEK 2: Total of 22.5 course contact hours

Two-week Course - Total number of course contact hours: 45 hours

Outcomes

- Improving personal English language skills and fluency
- Learning to Learn Competences
- Better understanding of how the process of learning works
- Improving the ability to motivate students to learn and to build their confidence as learners
- Gaining strategies, skills/activities to help young people to be more effective learners
- Gaining the ability to break away from traditional perceptions of the teacher's role in class:
- Gaining the ability for the Participants' schools to become Professional Learning Communities
- Better understanding of students' needs and behaviour during classes
- Developing Cultural Consciousness
- Teamwork and Interpersonal Abilities
- Better Knowledge on Erasmus+ potential for your own and others' professional development

One of the most significant outcomes of the L2L programme is to enable course participants to guide their schools towards becoming Professional Learning Communities. There will be DVD sessions analysing classroom practitioners of Building Learning Power.