

# ERASMUS+ EFL Methodology

## for Teachers of English as a Foreign Language

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### 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**

# ERASMUS+

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
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice

# ERASMUS+

## 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<br>RLC Orientation | Activities to Develop Listening Skills<br>Songs and Jazz chants | News and Newspapers activities              | Modern Language & Slang<br>The Influence of Modern Technology | Practical Session in Staff Room:<br>Exploiting Material and Observations |
| Lunch Break |   |   |   |   |  |
| 14.00-15.30 | Teaching Vocabulary                       | Activities to Develop Reading Skills                            | School Visit or Cultural Visit<br>Excursion | Communicative Activities to motivate the whole class          | Interactive Whiteboard Techniques and Activities and/or Cultural Visit   |

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

| 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.<br>Using the Internet as a Resource | Role-play and Drama   | Tests and Exams<br>Excursion | Using Dialogues in the Classroom      | Course Evaluation;<br>Discussing Exploitation and Dissemination<br>Free Afternoon |

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

## Outcomes

- Techniques of teaching English as a Foreign Language
- A greater range of methodological approaches in order to enhance classroom practice.
- Improved Language Teaching Practice Skills
- Improved personal English Language Skills
- Better understanding of students’ needs and behaviour during classes
- Knowledge of other European Systems of Education
- Learning Techniques to improve students’ motivation
- Deeper sensitivity to cultural diversity
- Teamwork and Interpersonal Abilities
- Better knowledge of Erasmus+ potential for your own and others’ professional development