

EFL Methodology for Teachers of English as a Foreign Language Also Suitable for C.L.I.L. Teachers

Entry Levels

CEF B2+

Daily Teaching Sessions

Morning: 4 x 45 minutes (3 Hours)
Methodology & Teaching
Strategies

Afternoon: 3 x 45 minutes (2 Hour
15 minutes)
Methodology & Teaching
Strategies

Maximum class size 12

Course Organiser:

Richard Language College

43-45 Wimborne Road
Bournemouth BH3 7AB



Comenius

Page 1

This course is aimed at non-native speakers of English teachers students aged 10 upwards.

C.L.I.L.

This course is also suitable for teachers of C.L.I.L. The course will improve lesson delivery and expand the participants' range of methodological approaches to enhance classroom practice.

Preparation

All applicants receive full course information together with an Application Form. Richard Language College then issues a Letter of Pre-Inspection for Comenius application purposes.

All successful applicants are invited to join a pre-course on-line forum. This enables them to prepare for their course with other European colleagues following courses on the same dates, sharing their professional experiences and expectations of their training.

Methodology and Teaching 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 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 ideas with fellow language teachers from other countries.

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

Observing Classes

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

Outcomes

The course is designed to provide the participants with insights into the current state of the language as well as providing insights into current practice and developments in the teaching of English as a Foreign Language. The course will also discuss how to access, from the participants' own country, changes and developments in English, as well as useful computer sites.

Host Family Accommodation

For details please contact Richard Language College.

Sample 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 & 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 & Intonation

The importance of practice 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.

Follow up

1. Advice on how to access, from the teacher's own country, changes and developments in teaching in England. A list of useful websites.
2. A post-attachment feedback session to encourage continuing professional development and evaluation of the impact of the course on their own day-to-day teaching.
3. All leaving participants are invited to join a post-course on-line forum. This enables them to share their experience with other European colleagues and to assess the impact of their training on their own classroom practice once back in their own country.

Sample two week course Programme

Total course contact hours: 48 hours

Week One

	Day One	Day Two	Day Three	Day Four	Day Five
8.50-12.35	Welcome. Testing and Evaluation. Orientation town tour.	Listening. Songs and Jazz Chants.	New and Newspapers.	Slang.	Practical Session in Staff Room & Observations.
Lunch Break					
14.00-15.30	Teaching Vocabulary.	Reading.	Excursion.	Communicative Activities to motivate the whole class.	Excursion.

Week Two

	Day One	Day Two	Day Three	Day Four	Day Five
09.15-12.35	Video.	The Humanistic Approach. (Including Neuro Linguistic Approach).	Writing and Dictation.	Pronunciation. Tests and Exams.	The State Education System.
Lunch Break					
14.00-15.30	Computer Resources.	Role-play.	Excursion.	Using Dialogues in the classroom.	Free Afternoon.

Class observation can be arranged.