

EFL Methodology in Practice - MODULE 3: Developing the Four Skills

Course Ref: EP 3.3

MODULE 3

Minimum English Level CEF B2

TOPICS

Listening Skills

In this session we consider listening as a skill and look at the particular problems it causes for students and how we can help to overcome these problems. It also covers activities to practise this skill.

Speaking Skills

Speaking can be the most enjoyable activity for the students once they have overcome any initial reserve. In this session we will consider techniques to ensure a relaxed classroom atmosphere, along with a range of activities which encourages communication.

Reading and Writing Skills

This session looks at different types of reading activities and how we can bring variety to this skill. This session will also look at ways of making writing practice more interesting while considering the range of writing types that the students should ideally know.

Vocabulary Acquisition

This session will introduce a range of activities to help students learn and practice the key vocabulary they need to know for communication or examinations.

Grammar in Context

An examination of grammar, both from the teacher's viewpoint (i.e. your own level of grammatical knowledge and usage) and from the point of view of the learner. Techniques and activities for presentation in a classroom setting are considered.

IWB Techniques and Activities

Many classrooms are now equipped with Interactive Whiteboards. In this session we consider how the IWB can be utilised, by introducing a range of techniques and activities.

Pronunciation

A look at why pronunciation is important and some activities to practise in the classroom.

This module 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.

The module provides participants with the strategies, skills, activities and language necessary to deliver English language lessons meeting the challenges of education in 21st century Europe. The module discusses how to access, from the participant's own country, changes and developments in English, as well as useful websites.

MODULE 3 - Course Content and Strategies

In accordance with the participants' Needs Analyses, the following topics may be discussed in-depth, presented in an overview or referred for post-course studies:

- *Listening Skills - Speaking Skills - Reading Skills - Writing Skills*
- *Vocabulary Acquisition*
- *Grammar in Context*
- *Interactive Whiteboard Techniques and Activities*
- *Pronunciation*

One-Week Course

(Total course contact hours: 22.5 hrs)

Sample programme which can be adapted to suit the participants' needs

	Day One	Day Two	Day Three	Day Four	Day Five
8.50-12.35	Welcome Testing and evaluation RLC Orientation	Active participation in a live class	Active participation in a live class	Active participation in a live class	Active participation in a live class
Lunch Break					
14.00-15.30	Developing Listening Skills	Developing Speaking Skills	Developing Reading and Writing Skills	IWB Techniques and Activities	Vocabulary Acquisition
Sat / Sun	One Full Day Cultural Excursion included per Two-Week course (optional for One-Week course)				

This module can be combined with module 2 or 4 to form the following

Two-Week Courses

(Total course contact hours: 45 hrs)

Early Language Learning (4-11 yrs) + Developing the 4 Skills (10+ yrs)

Developing the 4 Skills (10+ yrs) + Diversified Classroom Activities (10+ yrs)

Outcomes

- Developing efficient ways of teaching the 4 skills
- New Techniques/Methodological Approaches of teaching English as a Foreign Language
- Improving language teaching practice skills
- Improving personal English Language skills and confidence in lesson delivery
- Better understanding of students' needs and behaviour during classes
- Learning Techniques to improve students' motivation
- Developing sensitivity to cultural diversity
- Teamwork and Interpersonal Abilities
- Better Knowledge of Erasmus+ potential for your own and others' professional development

Follow Up Provided

Post-Course Modalities

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