

## ERASMUS+ EPG3.2 – LANGUAGE & METHODOLOGY for Teachers of German as a Foreign Language

This course is aimed at non-native speakers of German teaching GFL to students of all age groups, in various types of schools and for different purposes.

One-week modules are designed for the teaching of a certain age range of pupils/students. Each module is repeated regularly and may be combined with certain other modules to form two-week courses. Please check this carefully before making your choice according to our published start dates.

*Total contact hours 1 week: EPG3 – 18,75 (25 lessons) / 2 weeks: 37,5 hours (50 lessons)*

*Maximum class size: 11*

*Entry Levels: Minimum Level CEF B2*

### Objectives

This practical course develops the participants' personal language skills and presents various techniques and methodological approaches of teaching German as a foreign language.

### German as a Foreign Language in Practice

For the morning sessions, the course tutors will place each teacher in an international live German as a Foreign Language class in which they will refresh and develop their personal language skills. Simultaneously, the participant may observe in practice many of the skills taught in the methodology classes.

Participants will have the opportunity to observe teaching strategies taught in the afternoon methodology classes as well as to practise their language through Listening, Speaking, Reading and Writing. In addition to the consequent increase in personal fluency and confidence in lesson delivery, these sessions will be devoted to refreshing the experience of being a student again. Teachers may lose sensitivity to the real situation of the student. Here they become more acutely aware of learning difficulties from a student's point of view. The methodology tutor will receive and discuss feedback in the afternoon session.

### GFL Methodology and Teaching Strategies

The afternoon sessions cover essential strategies and techniques of teaching language and discuss how to manipulate them in the classroom. The course programme consists of various modules to meet the needs of teachers of different age groups and school types.

### Weekends

Weekend days (on arrival or between two course weeks) are devoted to informal learning through self-study, personal research, cultural visits and activities, exchange of ideas and experience as well as practising language skills in everyday situations.

## Module 2: Developing the Four Skills

This module is recommended for non-native speakers of German teaching students aged 10 upwards. The course is also suitable for teachers of CLIL, Business German and German for Specific Purposes. Primary teachers may attend the course with reference to older pupils preparing for secondary education.

### MODULE 2 - 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

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- Speaking Skills
- Reading and Writing Skills
- Vocabulary Acquisition
- Grammar in Context

## *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 practise 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.

## **Outcomes**

- Improving confidence in lesson delivery.
- Use of classroom vocabulary.
- Increase in fluency.
- Strategies, skills, activities and language necessary to deliver language lessons meeting the challenges of education in 21st century Europe.
- Insights into current practice and developments in the teaching of German as a Foreign Language.
- Varied resources to support the development of the 4 skills
- Range of methodological approaches to enhance classroom practice.
- How to access, from abroad, changes and developments in GFL.

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