

ERASMUS+

Methodology Teachers of German as a Foreign Language

Course Ref: EPG 2

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 (1.5 hours)

Total course contact hours:

1 week: 18.75 hours

2 weeks: 37.5 hours

Maximum class size 12

Course Provider:

Dialogue – Bodensee Sprachschule GmbH

PIC - 933071616

Bahnhof 1b

88131 Lindau | Germany

E-mail: info@dialoge.com

www.dialoge.com

in association with:

Shadows Professional Development Ltd
PIC 949086219

This course 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 primary 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 German 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 language itself.

Preparation

Pre-course Preparative Modalities

- Needs Analysis
- Pre-Course Reading List
- Pre-Course Cultural Counselling
- On-line Language Level Assessment
- Pre-Course German Practical Arrangements
- On-Line Participant's Forum (Dialoge Erasmus+ on Facebook)

Practical Arrangements

Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Accommodation Service#
- Exchange of Best Practice
- Participants' Evaluation Feedback
- Optional Cultural Activities and Visits
- Pedagogic Learning Materials Included
- Pastoral Care, 24 hr Emergency Number

Follow up provided

Post-Course Modalities

- Europass Mobility
- Post-Course Forum
- Applicant Dissemination and Exploitation Advice
- A GFL Methodology Course Professional Profile
- Linguistic Profile based on Common European Framework of Reference

Outcomes

- Increase in personal fluency
- Use of classroom vocabulary
- Improving confidence in lesson delivery
- Range of methodological approaches to enhance classroom practice
- How to access, from abroad, changes and developments in GFL & useful websites
- Strategies, skills, activities & language necessary to teach GFL, meeting the challenges of education in 21st century Europe
- Insights into current practice and developments in the teaching of German as a Foreign Language as well as into the current state of the language

ERASMUS+ Methodology GFL

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 German 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 GFL Methodology Course can observe Dialoge classes being taught by experienced, qualified GFL teachers. These classes include both short stay and long stay students.

Sample Programme

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

Two-Week Course - Total number of course contact hours: 37.5 hrs

One-Week Course - WEEK 1 or WEEK 2 -Total number of course contact hours: 18.75 hrs

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
8:30 9:00 – 12:30	Welcome testing & Evaluation Role-play & Drama	Activities to develop listening skills Songs & Jazz chants	News & Newspaper activities	Modern language & Slang The influence of modern technology	Practical sessions in the staff room: Exploiting material & Observations
Lunch break					
13.30 – 15:25	Free afternoon for self studies	Activities to develop reading skills	Free afternoon for self studies	Teaching vocabulary	Free afternoon for self studies
Saturday & Sunday	INFORMAL LEARNING: Personal research, cultural visits and activities, practising language skills				
Saturday or Sunday	CULTURAL TRIP: One Full Day Excursion included in Two-Week Course (optional for 1-wk course)				

Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
9:00 – 12:30	The use of videos in the classroom	The use of computers as a resource	Writing & Dictation	Teaching pronunciation & Intonation	The state education system in Germany
Lunch break					
13.30 – 15:25	Free afternoon for self studies	Tests & Exams	Free afternoon for self studies	Using dialogs in the classroom	Free afternoon for self studies

Course Content

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.