

ERASMUS+

Language & Methodology in Practice Teachers of German as a Foreign Language

Course Ref: EPG 3.3

Entry Levels

Minimum Level CEF B2

Daily Teaching Sessions

Morning: 4 x 45 minutes (3 h)
Monday – Friday

GFL Methodology in Practice

Afternoon: 2.5 x 45 minutes
(1 h 55 minutes)
Tuesday & Thursday

Methodology & Teaching Strategies

Total course contact hours:

1 week: 18.75 hours
2 weeks: 37.5 hours

Maximum class size 12

Course Provider:

Dialogue – Bodensee Sprachschule
GmbH
OID – E10110041
Bahnhof 1b
88131 Lindau | Germany
E-mail: info@dialoge.com
www.dialoge.com

in association with:

Shadows Professional Development
Ltd
OID – E10070815

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.

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.

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

Outcomes

- 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

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

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MODULE 3.3 – Diversified Classroom Activities

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.

MODULE 3.3 - 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:

- Dialogues
- Pair and Group Work
- Drama
- Role Play
- Rhythm, Songs and Rap

Sample Program

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

One-Week Course - course contact hours: 18.75 h

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
8:30 9:00 – 12:30	Welcoming & Level Evaluation Active participation in a live GFL class	Active participation in a live GFL class			
Lunch break					
13.30 – 15:25	Dialogues & Pair- and Group Work	Free afternoon for self studies	Drama and Role Play & Rhythm and Songs	Free afternoon for self studies	Free afternoon for self studies
Saturday & Sunday	INFORMAL LEARNING: Personal research, cultural visits and activities, practising language skills				

This module can be combined with module **3.2** or **3.4** to form the following

Two-Week Courses – course contact hours: 37.5 h

Module 3.2 Developing the 4 Skills (10+ yrs) + Module 3.3 Diversified Classroom Activities (10+ yrs)

Module 3.3 Diversified Classroom Activities (10+ yrs) + Module 3.4 Montanalingua (all ages)

Course Content

Dialogues

Dialogues are a great way to practice the 4 skills, especially if the students write them first. Any topic can be utilized using this activity.

Pair and Group Work

In this session different pair work and group work activities are presented and how they can be used to facilitate learning.

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.

Drama

Drama can be used to greatly increase learners' motivation and creative skills. This session shows how students can be involved in all stages of the production, from creating and writing the script to performing the sketch or play.

Role Play

Role play should not be about students memorizing chunks of text and reciting it. This session shows how role play can be used in a creative, unscripted way to replicate real life situations and provide students with a 'safe' environment in which to practice their speaking skills.

Rhythm and Songs

Rhythm is an important part of each language. This session shows how songs, chants and rap can be used to improve learners' spoken production in a fun way.