

## ERASMUS+ EPG3.3 – 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 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 - 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.

## Sprache und Bildung leben

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

### *Dialogues*

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

### *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 memorising 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.

## Outcomes

- Improving confidence in lesson delivery.
- Use of classroom vocabulary.
- Increase in fluency.
- Strategies, skills, and diversified activities 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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