

ERASMUS+

Course ref: EPR3

Professional Competency Development Methodology of Teaching RFL

EPR 3.1: 1 week

EPR 3.2: 2 weeks

Entry level:

Minimum level of Russian
CEFR B1+

Language of Tuition:

Russian

Course Intensity:

30 lessons per week

Total Course Contact Hours:

1 week: 25 hours

2 weeks: 50 hours

Maximum class size:

12

Course Provider:

OID: E10312536

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in association with:

Shadows Professional
Development

OID E10070815

This course is recommended for non-native speakers of Russian teaching General Russian to students aged 12 upwards in any kind of educational institution. The course is also suitable for teachers teaching Business Russian and/or any custom-tailored Russian course.

Objectives

This **intensive course** is designed to improve language-teaching competence, enhancing both methodology skills and classroom management confidence and refining participants' own language skills. The outcomes are a new perspective of the aims and objectives of teaching languages in a modern world; a greater range of methodological approaches; interaction-driven versus theory-driven approaches and practical skills.

Preparation: Pre-Course

- Needs Analysis
- Online resources for pre-course, arrival and cultural information
- Online language level assessment
- Pre-Course Practical Arrangements

Practical Arrangements: Intra-Course Modalities offered by the Course Provider

- Course Tutor
- Pedagogic Learning Materials Included
- Exchange of best practices
- Ongoing assessment and evaluation including feedback on progress. Each student's progress is being monitored through weekly progress tests; end of course tests, and self-evaluation/tutorial sessions with the Head teacher (on demand)
- Optional additional language workshops
- Pastoral Care, 24 hr Emergency Number
- Accommodation Service
- City orientation tour and welcome activity
- Optional Cultural Activities and Visits

Follow up provided: Post-Course

- End of course test and programme evaluation
- Linguistic Profile based on Common European Framework of Reference
- A Certificate of Attendance
- Europass Mobility
- Opportunities for continued on-line learning and consolidation

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Professional Competency Development; Methodology of Teaching RFL

Topics

- Vocabulary building methods at various levels of knowledge
- The most effective, creative, and useful methods.
- How to choose the right way to introduce new vocabulary to multinational groups of students at different competency levels.

Interactive methods

Language is about communicating. Spoken production and overall spoken interaction are the main goals of learning a language. Interactive methods such as picture prompt, discussion groups, total physical response, problem based learning etc. help involve students and boost language pragmatic competence.

Games and role-plays

A practical session on games used as icebreakers, revision, review and discussion starters. Role-play teaching: suggestions targeting each language aspect – job interview, jury trial, role reversion etc. Methods of moderating the role-play and implementing it into the syllabus.

Pronunciation and Intonation

The importance of practice in linguistic production. An awareness of pronunciation and intonation is instrumental in improving listening ability and making oneself understood. Misunderstandings can occur if there are pronunciation problems, no matter how good grammatical competence, knowledge of vocabulary and overall fluency are.

Course Content and Strategies

This special program concentrates on methodology. It aims to equip non-native teachers with ideas and materials that can be used with their own students. The small size of the group gives participants the opportunity to discuss and exchange experience and ideas with fellow language teachers from other countries.

Lessons are led by professionals and are designed to give an insight into current language teaching methodology and materials. Teachers on the RFL Teacher Development Course can observe Liden & Denz classes being taught by experienced, qualified RFL native-speaking teachers.

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

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
7:40 or 11:40	Welcome, Testing and Briefing				
8:00-11:40 or 12:30-16:10	Specifics of teaching RFL to complete beginners Can Do Approach	Classroom Management Motivation Types and ways to develop them	Aiming at correct pronunciation and phonetics when teaching Russian as a Foreign Language	Developing listening comprehension skills using multimedia and authentic audio files	Methods and techniques for developing reading comprehension
Lunch break					
12:30-14:35 or 17:00-19:05	City orientation tour	Russian History Workshop	Observation of other L&D classes	Classroom management	Exchange of Best Practice Workshop
Saturday	Culture Day: Full day visit (included for two-week programmes, extra charge for one-week programmes)				
Sunday	Informal Learning: Personal research, cultural activity, practicing language skills				
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-11:40 or 12:30-16:10	Lexis Development Techniques in RFL Methods of Vocabulary Building	Singing to improve pronunciation	The Development of Writing Skills	Interactive Methods, Multimedia and Role Play as an integral part of a lesson	Evaluation and Language Assessment
Lunch break					
12:30-14:35 or 17:00-19:05	Optional cultural activity	Russian Traditions Workshop	Classroom management	Observation of other L&D classes	Exchange of Best Practice Workshop

Outcomes

- Improved personal Russian language skills: fluency, accuracy and authenticity
- More confidence in using the language
- Enhanced communicative skills
- Improved language skills for teaching Russian as a Foreign Language
- Insights into current practice in the teaching Russian as a Foreign Language
- Deeper sensitivity to cultural diversity
- An understanding of the Latvian and Russian culture mix in Riga
- Erasmus+ potential for your own and others' professional development
- Access to online sources, websites, textbooks/teaching material