

A 1 week very practical programme (30 hrs): General Italian Course or peer work with a trainer + tuition on methodology + teaching practice + afternoon activities

Lucca



This course has an extremely practical approach and is aimed primarily at those who are interested in a specific teaching of the spoken language. In addition to the subjects of language teaching, the program offers a constant opportunity to practise and improve the knowledge of the language. This is why it is particularly suitable for non-mother tongue teachers who don't live in Italy and feel the need for a more general direct contact with the language and the culture

1 week €520

The course includes a frequency of 30 hours divided into guided observation of the class and language lessons, teaching practice, lessons in language teaching and laboratories according to the following structure:

- Teaching practice and work in peer with a teacher trainer, 20 lessons, 9.00 am – 1.00 pm: this part of the course gives the opportunity to observe the teacher's experience in the classroom and the different teaching techniques, possibly at different levels.
- Tuition on Methodology (One-to-one) - 10 lessons, 2.00 pm – 4.00 pm: this is a feedback session which will support the teaching practice in the classroom. The work will be done in pairs, in groups and individually

Program

Breakdown of course content

- Definition of the types of students and their communication needs, premises, expectations and motivation.
- Focus on spoken language.
The development of an integrated ability: the dialogue. What Italian shall we teach?
- Construction of the syllabus: selection criteria of materials, techniques and contents in relation to the recipients.
- Use and didactic teaching of authentic materials.
- Classroom management: interaction in the classroom and communicative action.
- Grammatical structures and grammatical rationalization: the different degrees of the analysis. A grammar of the text. A grammar of the spoken language. Inductive and deductive learning, methods of research.
- Centrality of the student. Individualized learning.
- The teacher's roles. The student's speech vs. the teacher's speech.
- Individual, pair or group work
- Listening to L2.
- The group as a resource: different skills, different interests and harmonization of the group.
- The mathetic dimension of learning and the development of strategies for the communication.
- Knowing vs. knowing how to speak
- Errors: analysis, correction, self-correction and awareness of learning.
- The socio-cultural dimension of spoken communication.
- Perceive, interpret, evaluate, talk: the use of the film.

