

A 1 week very practical program (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

Teacher Refresher Course



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.